

Education Statistics Digest 2016



Ministry of Education
SINGAPORE

Moulding The Future of Our Nation

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PREFACE

We are pleased to present the 2016 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2015. This information includes data on schools, enrolment, teachers, educational outcomes and finances.

The Digest is divided into three sections.

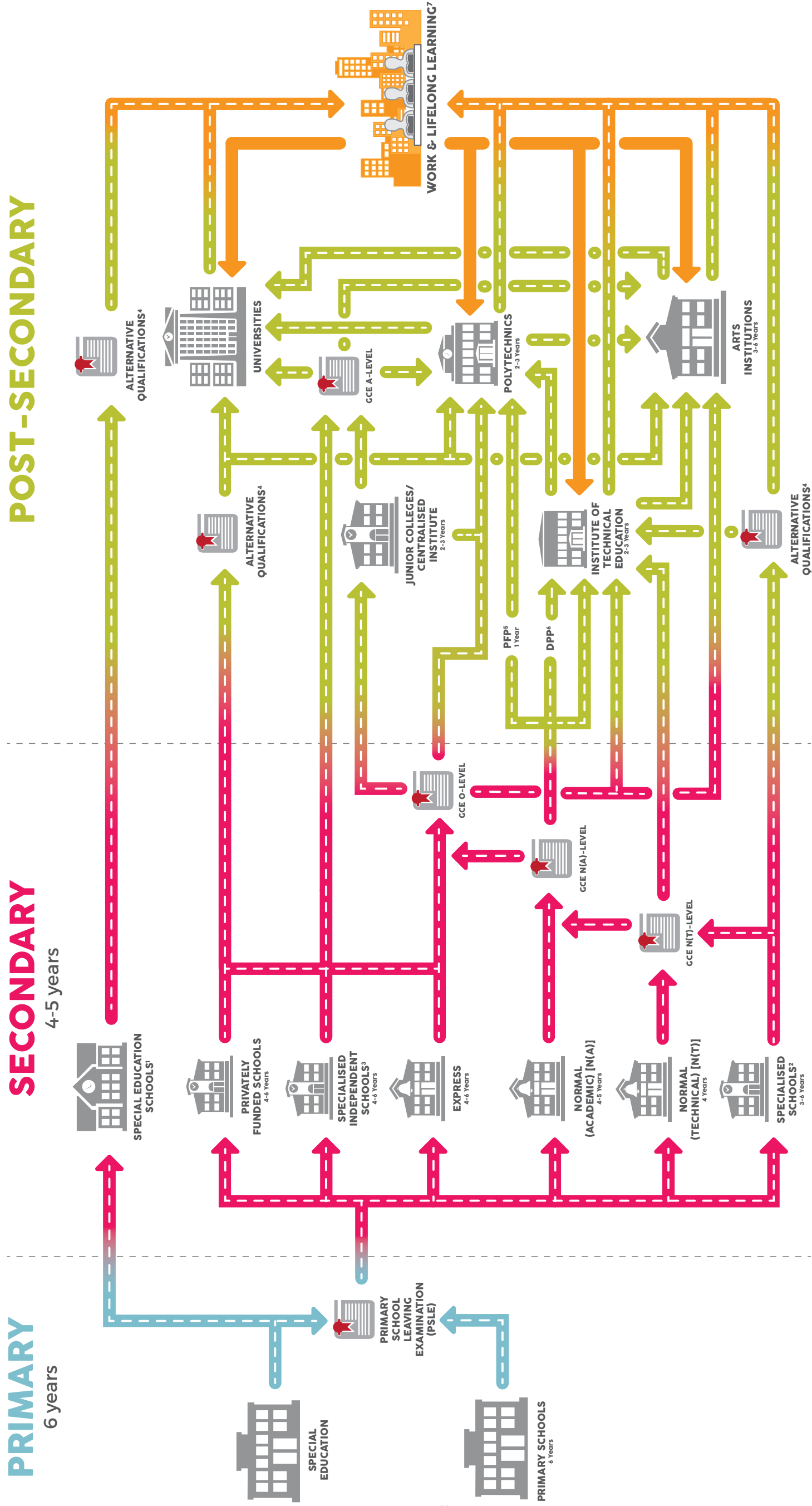
- a. The first section contains statistics on primary, secondary and pre-university education.
- b. The second section covers post-secondary education i.e. the Institute of Technical Education (ITE), the two publicly-funded arts institutes (LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA)), the polytechnics and the autonomous universities.
- c. The third section shows time series on major education indicators to give you a historical perspective of the developments and trends in education over the years.

You can download these statistics and more in machine-readable format on www.data.gov.sg.

We hope you find this information useful. If you have any queries, please email contact@moe.gov.sg.

MANAGEMENT INFORMATION BRANCH
RESEARCH AND MANAGEMENT INFORMATION DIVISION
MINISTRY OF EDUCATION, SINGAPORE
OCTOBER 2016

Singapore's Education System : An Overview



¹ Students taking the mainstream curriculum in Pathlight School will sit for the PSLE, and may also sit for the N- or O-Level exams.

² Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School.

³ Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study.

⁴ Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

⁵ The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

⁶ The Direct-Entry Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year *Higher Nitec* programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their *Higher Nitec* course.

⁷ Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by the Singapore Workforce Development Agency (WDA).

Note: Students can opt to transfer laterally between Express, N(A) and N(T), if they are assessed to be more suitable for these courses. (This has not been fully represented in the graphic).

OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

Singapore's education system aims to bring out the best in every child by enabling students to discover their talents, realise their full potential, and develop a passion for life-long learning. We seek to nurture the whole child, and help them develop an enduring core of competencies, values and character, to ensure that they have the capabilities and dispositions to thrive in the 21st century. Our multiple educational pathways cater to students with different strengths, interests and learning styles, developing each child to his full potential.

Our schools provide a rich diversity of learning experiences for our students. On top of building a strong foundation in literacy and numeracy, we also cater to their educational needs in physical, aesthetic, moral, social and emotional aspects and develop them holistically. Besides the academic curriculum, our students can develop their interest and talent in music, arts and sports through co-curricular programmes and outdoor education. These activities also give them opportunities to hone their leadership skills as well as social and emotional competencies. There are opportunities to contribute to communities around the school through various Values-in-Action programmes, which are an integral part of school life. In addition, our schools offer enrichment activities to cater to students' learning interests, and education and career guidance that offer perspectives beyond the classroom.

All these learning experiences help cultivate in our students qualities such as creativity, confidence and compassion – life skills essential in a rapidly-changing world. They also gain values such as respect, responsibility, resilience, integrity, care and harmony, all of which are important for a cohesive multi-racial and multi-cultural society.

Bilingualism is a key feature of our education system. While most subjects are taught in English, all students also learn an official Mother Tongue Language. This equips them with the language competencies to access Asian cultures, and encourages them to appreciate their culture and heritage. It also enables them to connect with people from different backgrounds in a multi-cultural environment, to give them a competitive edge and thrive in a globalised world.

Teachers, allied educators and school leaders form the core of Singapore's education system. We are committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests. Our teachers receive comprehensive pre-service training at the National Institute of Education and have many opportunities for continual development to build up their capabilities as teaching professionals. This is complemented by the teacher academies, language institutes and learning communities, which help to foster a strong culture of dedication, collaborative learning and professional excellence.

Parents are our key partners in delivering a holistic education. Their involvement and support in school programmes is crucial. To this end, we encourage parents and the community to work together with schools to create a conducive learning environment in schools, at home and within the community.

PRIMARY EDUCATION

At the primary level, students go through a compulsory six-year course designed to give them a strong educational foundation. This includes developing language and numeracy skills, building character and nurturing sound values and good habits.

Core to the primary education curriculum are English Language, Mathematics and Mother Tongue Language, which help our students to develop literacy and problem-solving skills – skills that will be useful even beyond school.

Students also take subjects like Art, Music, Character and Citizenship Education, Social Studies and Physical Education. Science is introduced from Primary 3 onwards. These subjects expose our students to different areas of study at an early stage to allow them to discover their interests and talents, equip them holistically with a range of knowledge and skills, and provide teachable moments to develop in them the core values that define a person's character and their sense of responsibility to society.

After the initial foundation stage (Primary 1 to Primary 4), students can take English Language, Mathematics, Mother Tongue Language and Science at either the foundation or standard level at Primary 5 and Primary 6. Students who do well in their Mother Tongue Language may also offer Higher Mother Tongue Language. Throughout primary school, teachers consider the ability of their students in designing lessons and assessment tasks. Students therefore learn at a pace that best suits them.

Schools have programmes to level up students, to ensure that help is at hand for students who need it. These programmes ensure that students are able to keep up with core subjects like English and Mathematics, regardless of their starting point. Students receive more attention through small-group teaching by specially trained teachers using structured teaching approaches that meet their learning needs. At the other end of the spectrum, we have the Gifted Education Programme (GEP) for high ability learners. Students with high ability in specific subjects who are not in the GEP can also benefit from the enriched learning derived from school-based and MOE-run activities during or after school hours.

We will continuously seek to make learning more enjoyable and meaningful for students while developing the desired skills and values that will put them in good stead for the future. Over the next few years, we will place greater emphasis on engaging teaching methods and holistic assessment, and providing opportunities for lower primary students to try out more sports, outdoor education and arts activities through the Programme for Active Learning (PAL). Upper primary students can take part in the revised Junior Sports Academy programme to explore and discover their strength and passion in a range of sports.

At the end of Primary 6, students take the Primary School Leaving Examination (PSLE), which assesses their suitability for secondary education and places them in the secondary school course that matches their learning pace, ability and inclinations. Students can also seek admission to a secondary school based on their achievements

and talents across a diverse range of areas (such as art and sports) through the Direct School Admission exercise.

SECONDARY EDUCATION

At the secondary level, we offer three core courses designed to match students' learning abilities and interests.

- **Express Course.** This is a four-year course leading to the Singapore-Cambridge General Certificate of Education (GCE) O-Level exam. Students learn English and Mother Tongue Languages,¹ as well as Mathematics, the Sciences and the Humanities.
- **Normal (Academic) (N(A)) Course.** This is a four-year course leading to the GCE N(A)-Level exam. Students learn subjects similar to those in the Express course. Those who do well at the N(A)-Level will qualify for an additional year to prepare for the O-Level exam, or progress to *Higher Nitec* courses at the Institute of Technical Education (ITE). Selected students may sit for the O-Level exam in some subjects at Secondary 4, or bypass the N(A)-Level exam and progress directly to Secondary 5 to take the O-Level exam. Since 2013, students who do well at the N(A)-Level have two “through-train” pathways to the polytechnics – (i) a one-year Polytechnic Foundation Programme (PFP) and (ii) a two-year Direct-Entry-Scheme to Polytechnic Programme (DPP).
- **Normal (Technical) (N(T)) Course.** This is a four-year course leading to the GCE N(T)-Level exam. Students learn English and Mother Tongue Languages, Mathematics and subjects with technical or practical emphases, and the curriculum is regularly reviewed to enhance experiential and practice-oriented learning. Schools also offer Elective Modules, which cover a wide range of subjects including nursing, hospitality, digital animation and precision engineering.

While students may initially be placed in a particular course, there are opportunities for lateral transfers mid-stream. Students in the N(A) and N(T) courses may also take more academically-challenging subjects at the upper secondary level if they perform well in these specific subjects. This flexibility is also being prototyped at the lower secondary level in 12 schools.

The following schools form part of our diverse secondary school landscape, where there is a range of schools to suit the unique needs of every child:

- **Specialised Schools.** NorthLight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School offer customised programmes for students who are inclined towards hands-on and practical learning, leading to a combination of academic and vocational qualifications.

¹ Students can opt to study Mother Tongue at either the standard, higher or Syllabus B levels depending on their ability and eligibility.

- **Specialised Independent Schools.** The NUS High School of Mathematics and Sciences, School of Science and Technology, School of the Arts and Singapore Sports School develop students in areas such as Mathematics, the Sciences, the Arts and Sports at a higher level.
- **Integrated Programme.** Some schools offer the Integrated Programme, a six-year programme for academically-strong students who prefer a more independent and less structured learning style. Students in this programme proceed to pre-university education without sitting for the O-Level exam. Given the strong academic aptitude of its students, the programme stretches the potential of its students in non-academic aspects by engaging them in broader learning experiences. Students sit for the pre-university exams at the end of six years.

Every secondary school will have an Applied Learning programme and a Learning for Life programme by 2017 to complement their core academic and student development programmes. These programmes will offer students more opportunities to pursue learning in line with their interests, while helping them develop 21st century competencies through applying classroom learning to real-life issues, and acquire life-skills experiences in authentic contexts.

To promote the holistic development of our students, all secondary schools have access to quality art and music programmes. In addition, the Art and Music Elective Programmes, as well as the Enhanced Art and Music Programmes, enable students with keen disposition and capability in art and music to further develop their passion and talent. The revised Physical Education syllabus will see students engaging in a wider range of physical activities and sports and develop character and values in the process. Outdoor Education will also be enhanced to imbue in students resilience, ruggedness, tenacity and the ability to work well in teams, through experiences that cannot be replicated in classrooms.

To help students make better informed education and career choices in school and beyond, a more structured and comprehensive Education and Career Guidance (ECG) system is being put in place to provide relevant and timely support at different life stages. The ECG curriculum is being enhanced with the deployment of a professional core of ECG counsellors as well as an online ECG portal that offers customised profiling and assessment tools and resources, as well as information on the education, training and career options available to individuals at different life stages. ECG fairs are also organised in collaboration with industry partners and post-secondary education institutions to bring the world of work to students and teachers.

POST-SECONDARY EDUCATION

After Secondary 4 or Secondary 5, most students proceed to one of the following post-secondary education institutions.

- **Junior Colleges / Centralised Institute.** Students can apply for pre-university education at the junior colleges (two-year course) or centralised institute (three-year course) leading to the GCE A-Level exam. These institutions offer a wide

range of subjects. To ensure a good breadth of skills and knowledge, students take at least one contrasting subject, i.e. at least one subject from Mathematics and the Sciences and at least one subject from the Humanities and the Arts. To nurture social and emotional competencies and life skills, students are given ample opportunities to participate in Values-in-Action programmes that help them cultivate qualities such as initiative, leadership, social responsibility, and strength of character.

- **Polytechnics.** Students with O-level certificates, the National ITE Certificate (*Nitec*) or Higher National ITE Certificate (*Higher Nitec*) may apply for full-time diploma courses at any of the five polytechnics. Those with other qualifications such as A-level certificates may also be considered. The polytechnics offer a wide range of courses which equip students with industry-relevant skills, to prepare them for careers in fields such as engineering, applied sciences and biotechnology, info-communications, health sciences, early childhood education, business studies, accountancy, social sciences, mass communications, and digital media. Polytechnic graduates who wish to further their studies may be considered for admission to the universities based on their diploma qualifications.
- **Institute of Technical Education (ITE).** Students with O- or N-Level certificates can opt for full-time courses at ITE. These courses lead to the *Nitec* or *Higher Nitec*. Apart from full-time institutional training, students can also acquire skills certification through traineeship programmes conducted jointly by companies and ITE. In collaboration with overseas institutions, ITE offers Technical Engineer Diploma (TED) programmes in niche areas as another pathway for skills upgrading. ITE taps on industry expertise via its extensive partnerships and collaborations to ensure its graduates are well-equipped with skills needed by the industry. Those who are interested in furthering their education can also be considered for admission to the polytechnics based on their *Nitec* or *Higher Nitec* qualifications.
- **Arts Institutions.** Students interested in the creative arts can enrol in programmes offered by the LASALLE College of the Arts or the Nanyang Academy of Fine Arts (NAFA). These institutions offer a range of publicly-funded degree and diploma programmes in the visual and performing arts, such as music, theatre, dance, interior design and fashion design.

Universities

Our universities prepare students not only for today's economy but also for a future one with new jobs and challenges that do not exist today. There are six publicly-funded universities in Singapore, each of which are described below.

- **National University of Singapore (NUS)** is a research-intensive university with 16 faculties and schools, including a music conservatory. Aside from traditional undergraduate programmes, NUS also offers other programmes such as the University Scholars Programme, which offers an inter-disciplinary academic experience, and a four-year liberal arts degree programme offered by the Yale-NUS College. NUS offers a wide range of graduate programmes, including

specialised graduate programmes offered by its Graduate School for Integrative Sciences and Engineering, the Saw Swee Hock School of Public Health, the Lee Kuan Yew School of Public Policy, and the Duke-NUS Graduate Medical School. NUS collaborates with other universities to enrich their undergraduates' educational experience and student life through dual degree and other joint programmes, research opportunities, and student exchange programmes.

- **Nanyang Technological University (NTU)** is a comprehensive, research-intensive university with a strong focus on engineering, science, and technology. It has five Colleges offering undergraduate and postgraduate programmes in various areas, and five autonomous entities – the Chinese Heritage Centre, Earth Observatory of Singapore, National Institute of Education, S. Rajaratnam School of International Studies, and Singapore Centre for Environmental Life Sciences Engineering. NTU also has a medical school, the Lee Kong Chian School of Medicine, which was established in collaboration with Imperial College London and admitted its first batch of medical students in 2013. NTU collaborates with many overseas institutions to offer dual degree and other joint programmes, research opportunities, and student exchange programmes.
- **Singapore Management University (SMU)** is styled after the Wharton School of the University of Pennsylvania and offers undergraduate and postgraduate business and social science programmes at its six schools. SMU is known for its interactive pedagogy of seminar-style teaching in small class sizes. In addition to offering single degree programmes with a second major, SMU undergraduates may pursue a double degree at any of its six schools. SMU hosts a wide range of research activities focusing on the social sciences, including research institutes such as the Behavioural Sciences Institute.
- **Singapore University of Technology & Design (SUTD)** was established in collaboration with the Massachusetts Institute of Technology and Zhejiang University. It is a small, top-tier research-intensive university focusing on design education in engineering and architecture, and leverages its partner universities' strong tradition of engineering excellence and entrepreneurial spirit. SUTD also hosts an International Design Centre (IDC) that conducts world-class research on technologically-intensive design. SUTD collaborates extensively with reputable universities and industry partners, both locally and overseas, to enhance student learning through meaningful student exchanges, internship and research opportunities, and joint/dual degree programmes.
- **Singapore Institute of Technology (SIT)** offers degree programmes in partnership with reputable overseas universities in sectors such as engineering and applied sciences, health sciences, design, and interactive digital media. SIT also offers its own applied degrees in sectors such as sustainable infrastructure engineering, pharmaceutical engineering, information & communications technology, hospitality, and accountancy.
- **SIM University (UniSIM)** provides a distinct practice-oriented and applied educational experience. It offers flexibility across different modes of learning for working professionals and adult learners to balance their career, family and

academic priorities. It adopts an admissions model that takes into account prior learning and work experience, and its diverse student profile allows fresh school leavers to take classes alongside more mature part-time students with work experience, which provides a rich and unique learning experience. In addition to its diverse range of part-time degree programmes, UniSIM began offering full-time degree programmes in 2014. It currently offers full-time degree programmes in accountancy, marketing, finance, and human resource management.

LIFELONG LEARNING

Learning does not end after individuals enter the workforce. Adults who wish to deepen their skills or acquire new ones can undergo continual learning in post-secondary education institutions. These institutions provide a wide range of learning options for adults, which help to address manpower and skills gaps, support industry development and job creation, facilitate education and career transition via various pathways, and enable the workforce to stay employable amidst rapid shifts in the economic landscape.

ITE offers part-time *Nitec*, *Higher Nitec*, *Specialist Nitec* and ITE Skills Certificate courses. They are offered in six-month-long modules, giving participants the flexibility to sign up for training based on their needs. Adult learners can also undergo on-the-job (OJT) training at companies that are Certified OJT Centres, as well as attend in-house courses conducted by ITE's Approved Training Centres. ITE also conducts skills evaluation tests for experienced workers, in addition to instructional skills and related programmes for industry trainers. For adult learners who wish to resume or continue with academic upgrading at the secondary level, ITE offers MOE-subsidised lessons from Secondary One Normal to N- and O-Level under its General Education Programme.

The **polytechnics** offer part-time programmes at diploma and post-diploma level, covering areas such as engineering, environmental technology, chemical processes, pharmaceuticals, electronics, construction, aerospace, marine & offshore, logistics, business, accounting & finance, security, infocomm technology & digital media, early childhood education, healthcare, sports, retail and tourism.

- **Part-time diploma** courses are designed to be modular and more compact than full-time diploma courses, to provide more flexible and accessible upgrading opportunities for adults with working experience.
- **Post-diploma** courses cater to working professionals who are diploma or degree holders. They are modular, shorter in duration than diploma courses, and mostly designed for part-time study. These include the Advanced Diploma and Specialist Diploma courses that cater to adults seeking to deepen their skills and knowledge in the field they are trained or practising in, and Diploma (Conversion) courses that cater to adults seeking training in a different discipline so as to facilitate career switches.

The **universities** offer part-time degree courses at both undergraduate and postgraduate levels. NUS offers part-time undergraduate programmes leading to a

Bachelor of Technology. NTU offers part-time Bachelor of Engineering programmes as well as modular courses leading to Specialist Modular Certificates, which may be stackable towards a degree in Engineering if the student subsequently enrolls in a full degree programme. Both universities also offer part-time postgraduate courses for degree holders. **UniSIM** offers a range of more than 50 part-time undergraduate and postgraduate courses in arts and social sciences, business, human development & social services and science & technology.

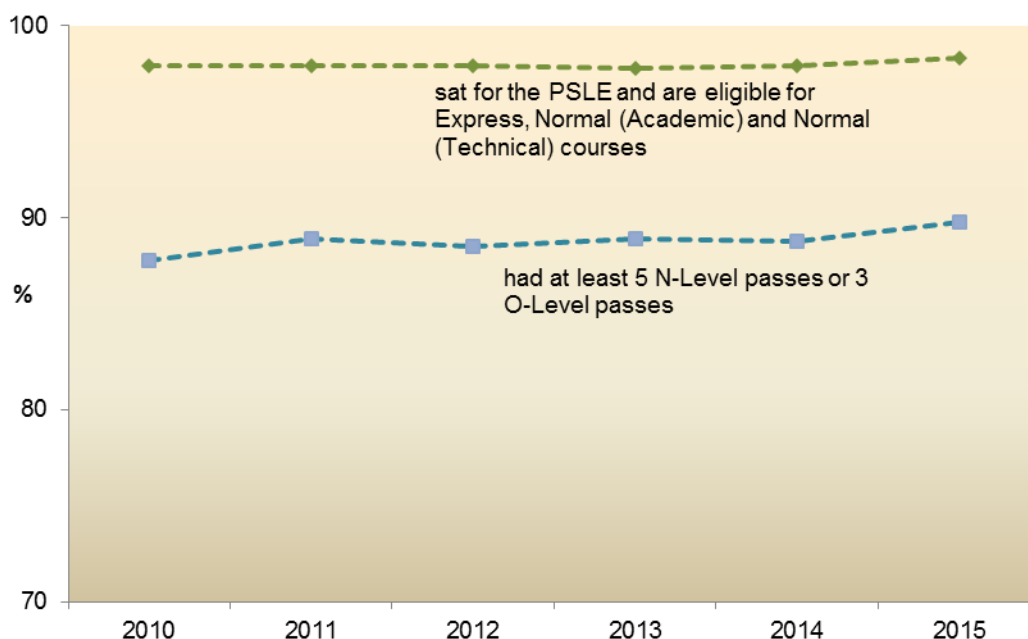
With SkillsFuture, more options to encourage lifelong learning are being made available for all Singaporeans. Fresh polytechnic and ITE graduates have access to **SkillsFuture Earn and Learn Programmes** (ELPs), which are work-study programmes featuring both workplace-based learning and institution-based instruction. The ELPs provide polytechnic and ITE graduates with more opportunities to build on the skills and knowledge they acquired in school after graduation, and to better support their transition into the workforce. This gives them a head-start in careers related to their discipline of study.

Skills-Based Modular Courses provide a more flexible and bite-sized learning option for working adults, who can tap on these courses to obtain targeted, just-in-time training to help them stay responsive to a changing workplace. Individuals will be able to customise a learning pathway that best suits their needs, without having to pursue a full qualification programme.

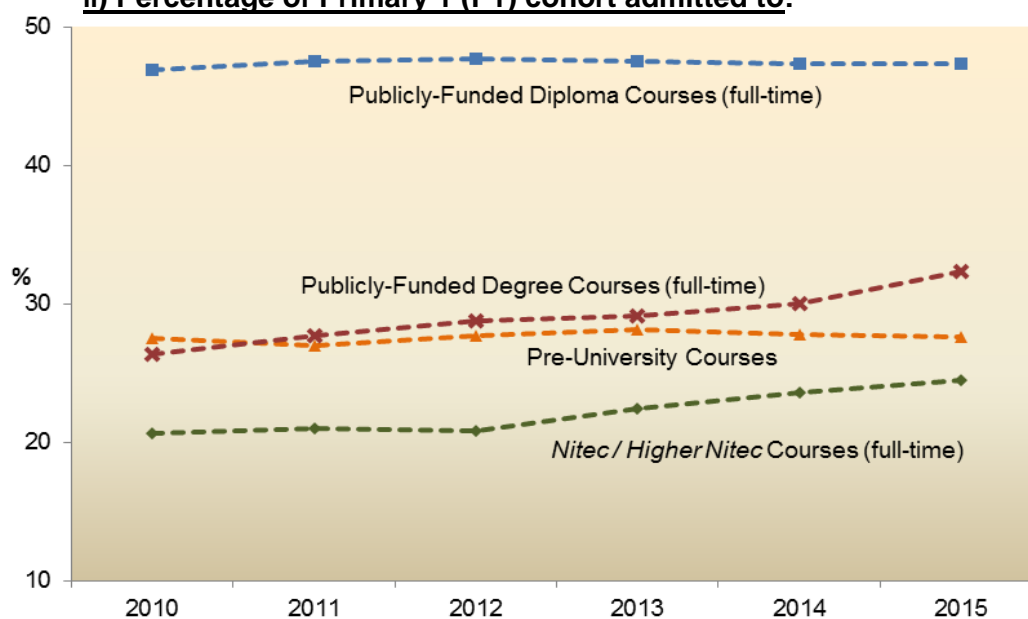
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KEY EDUCATIONAL INDICATORS

A. i) Percentage of Primary 1 (P1) cohort who:



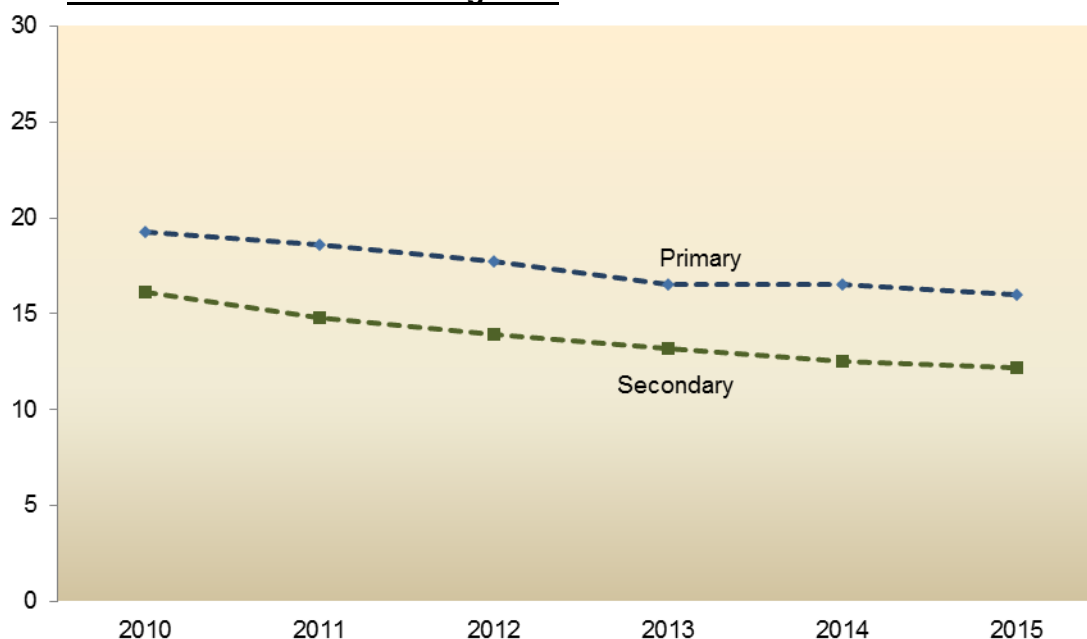
ii) Percentage of Primary 1 (P1) cohort admitted to:



Percentage of P1 Cohort : ¹	2010	2011	2012	2013	2014	2015
(a) who sat for the PSLE ² and are eligible for Express, Normal (Academic) and Normal (Technical) courses	97.9	97.9	97.9	97.8	97.9	98.3
(b) who had at least 5 N-Level passes or 3 O-Level passes	87.8	88.9	88.5	88.9	88.8	89.8
(c) Admitted to: ³						
(i) Nitec / Higher Nitec courses (full-time)	20.6	21.0	20.8	22.4	23.6	24.5
(ii) Publicly-funded diploma courses (full-time) ⁴	46.9	47.5	47.7	47.5	47.3	47.3
(iii) Pre-university courses	27.5	27.0	27.7	28.1	27.8	27.6
(iv) Publicly-funded degree courses (full-time) ⁵	26.4	27.7	28.8	29.1	30.0	32.3

Notes:

1. Figures for 2011 – 2015 are preliminary.
2. For a given year, the statistics are calculated based on the P1 cohort that would typically sit for these exams in that year. For example, for 2015, the percentage of the P1 cohort who sat for the PSLE and are eligible for Express, Normal (Academic) and Normal (Technical) courses is calculated based on the cohort that entered P1 in 2010, and the percentage of the P1 cohort that had at least 5 N-Level or 3 O-Level passes is calculated based on the cohort that entered P1 in 2006. These figures may be different from those shown in Tables 29 to 41 as the latter are based on exam candidatures and not P1 cohorts i.e. they would include students who enter the school system after P1 and exclude those who left the country after P1.
3. Students who enrol in one course may progress subsequently to another course and are accounted for under both types of courses. For example, polytechnic students who progress to university will be accounted for under both publicly-funded diploma and degree courses. Figures for indicators (c(i)) to (c(iii)) are based on P1 cohorts from 10 years prior while indicator (c(iv)) is based on P1 cohort from 12 years prior to the year of reporting.
4. Publicly-funded diploma courses are offered by the five Polytechnics, ITE, LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA).
5. Publicly-funded degree courses are offered by NUS, NTU, SMU, SUTD, SIT, UniSIM, LASALLE and NAFA.

B. Ratio of Students to Teaching Staff

	2010	2011	2012	2013	2014	2015
Primary	19.3	18.6	17.7	16.5	16.5	16.0
Secondary	16.1	14.8	13.9	13.2	12.5	12.2

Note:

1. Figures for secondary schools include students and teachers in Government, Government Aided, Independent, Specialised Independent and Specialised schools.

SECTION 1

Primary, Secondary and Pre-University Education

1 NUMBER OF SCHOOLS BY LEVEL AND TYPE, 2015

Type of School	Primary	Secondary	Mixed Level ¹	Junior College / Centralised Institute	Total
Total	182	154	16	14	366
Government	141	119	4	10	274
Govt-Aided	41	28	3	4	76
Independent	0	2	6	0	8
Specialised Independent	0	1	3	0	4
Specialised	0	4	0	0	4

Note: 1) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2). For type of school, Mixed Level schools are reflected according to their secondary section while their primary section may be of a different type. For example, if the secondary section is an independent school and its primary section is government-aided, the school will be reflected in the table above as an independent Mixed Level school.

2 STUDENTS, EDUCATION OFFICERS AND EP¹ IN SCHOOLS BY LEVEL, 2015

	Primary		Secondary		Mixed Level ²		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	231,933	112,786	166,573	82,198	37,010	16,991	19,181	10,388	454,697	222,363
Teacher	14,566	11,817	13,467	8,710	3,056	1,876	2,016	1,184	33,105	23,587
Vice-Principal	296	200	286	143	49	25	26	9	657	377
Principal	190	144	156	81	16	9	16	10	378	244
Education Partners	3,062	2,280	3,430	2,142	945	594	328	229	7,765	5,245

Note: 1) Education Partners are non-Education Officers such as Vice-Principals (Admin), Administrative Managers, Administrative Executives, Allied Educators, Technical Support Officers, Operations Managers, Operations Support Officers and Corporate Support Officers. It excludes contract cleaners and security guards.

2) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2).

3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2015

Level / Type of School	Qualification	Teacher		Vice-Principal		Principal		All	
		Total	Female	Total	Female	Total	Female	Total	Female
Total	Graduate	28,542	19,911	643	367	374	241	29,559	20,519
	Non-grad	4,563	3,676	14	10	4	3	4,581	3,689
Primary	Graduate	11,134	9,002	289	196	186	141	11,609	9,339
	Non-grad	3,780	3,112	14	10	4	3	3,798	3,125
Government	Graduate	7,907	6,329	215	142	146	111	8,268	6,582
	Non-grad	2,833	2,288	11	8	2	1	2,846	2,297
Govt-Aided	Graduate	3,227	2,673	74	54	40	30	3,341	2,757
	Non-grad	947	824	3	2	2	2	952	828
Secondary	Graduate	14,434	9,213	315	155	164	88	14,913	9,456
	Non-grad	773	560	0	0	0	0	773	560
Government	Graduate	10,014	6,358	225	106	121	65	10,360	6,529
	Non-grad	527	417	0	0	0	0	527	417
Govt-Aided	Graduate	2,832	1,881	60	31	31	16	2,923	1,928
	Non-grad	135	108	0	0	0	0	135	108
Independent	Graduate	1,046	675	21	14	4	4	1,071	693
	Non-grad	18	10	0	0	0	0	18	10
Specialised	Graduate	345	199	4	1	4	3	353	203
Independent	Non-grad	8	4	0	0	0	0	8	4
Specialised	Graduate	197	100	5	3	4	0	206	103
	Non-grad	85	21	0	0	0	0	85	21
Junior College / Centralised Institute	Graduate	2,974	1,696	39	16	24	12	3,037	1,724
	Non-grad	10	4	0	0	0	0	10	4
Government	Graduate	1,808	1,051	24	7	16	10	1,848	1,068
	Non-grad	6	2	0	0	0	0	6	2
Govt-Aided	Graduate	611	352	7	4	4	2	622	358
	Non-grad	2	1	0	0	0	0	2	1
Independent	Graduate	555	293	8	5	4	0	567	298
	Non-grad	2	1	0	0	0	0	2	1

Note: 1) The above excludes 1,257 officers in HQ (of which 856 are female), 1,068 on various leave (of whom 950 are female), 242 on secondment to other institutions (of whom 160 are female) and 313 studying at NIE (of whom 251 are female).

2) Officers in Mixed Level schools are classified according to the level they teach or the level they are trained in.

4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2015

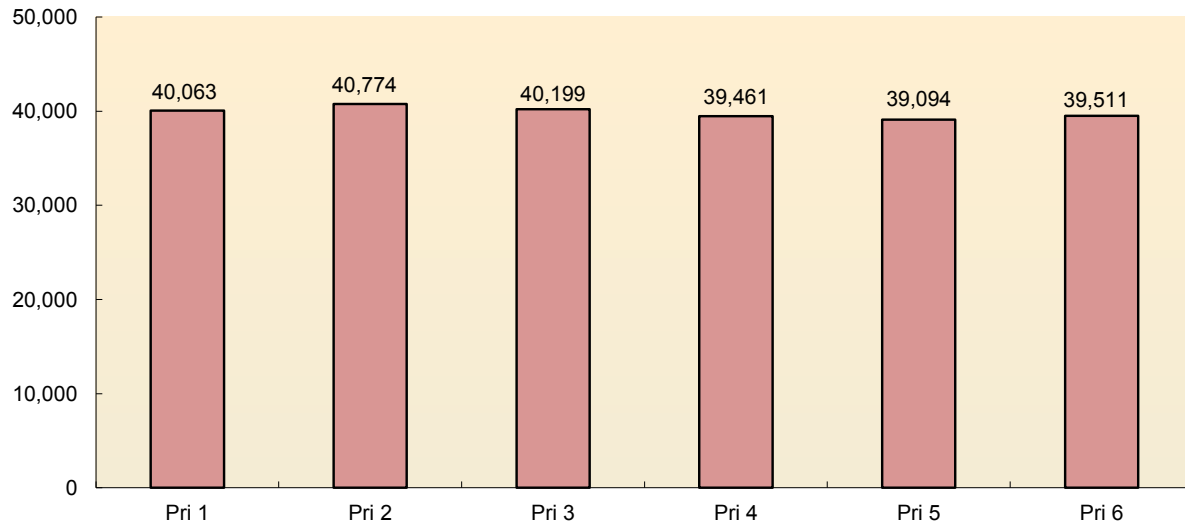
Level	Enrolment	No. of Classes	Average Class Size
Total	454,697	13,894	32.7
Primary	239,102	7,141	33.5
Pri 1	40,063	1,365	29.4
Pri 2	40,774	1,383	29.5
Pri 3	40,199	1,086	37.0
Pri 4	39,461	1,086	36.3
Pri 5	39,094	1,104	35.4
Pri 6	39,511	1,117	35.4
Secondary	186,036	5,431	34.3
Sec 1	42,217	1,191	35.4
Sec 2	43,256	1,228	35.2
Sec 3	49,202	1,408	34.9
Sec 4	45,413	1,353	33.6
Sec 5	5,948	251	23.7
Junior College / Centralised Institute	29,559	1,322	22.4
JC 1 / Pre-U 1	14,512	640	22.7
JC 2 / Pre-U 2	14,675	670	21.9
Pre-U 3	372	12	31.0

Note:

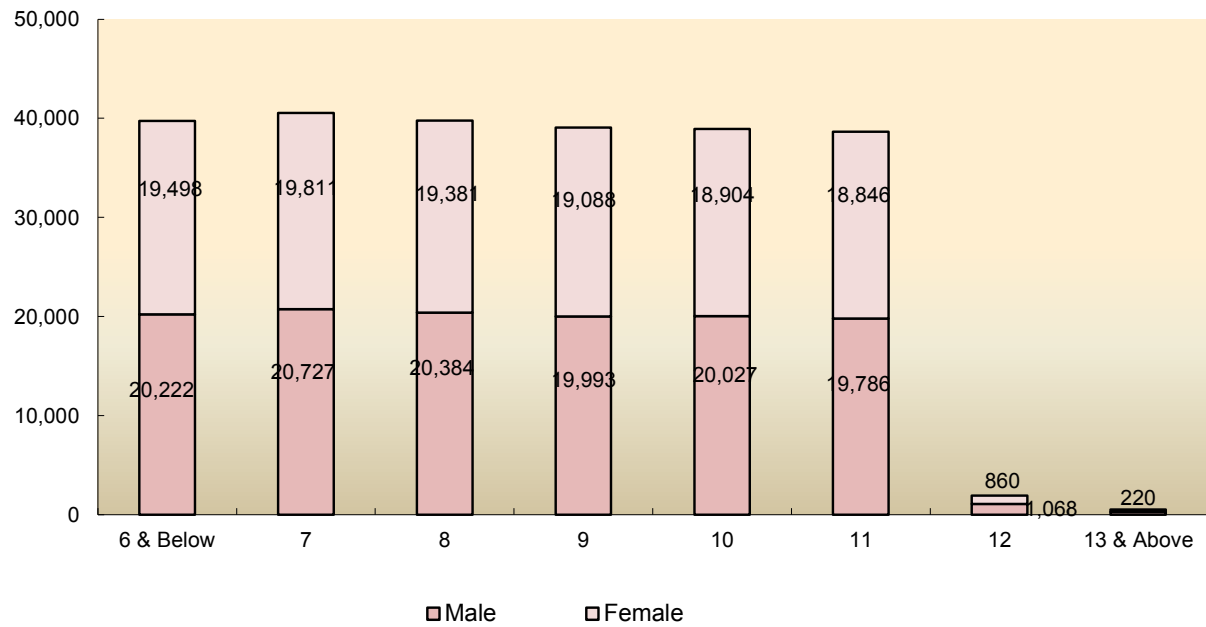
1) Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes in that level. The classes here refer to form classes only. Pupil-Teacher Ratio (PTR), on the other hand, is the number of primary/secondary pupils divided by the number of teachers in primary/secondary schools.

2) Students in Mixed Level schools are classified according to the level they are in.

PRIMARY ENROLMENT BY LEVEL, 2015 (Refer to Table 5)



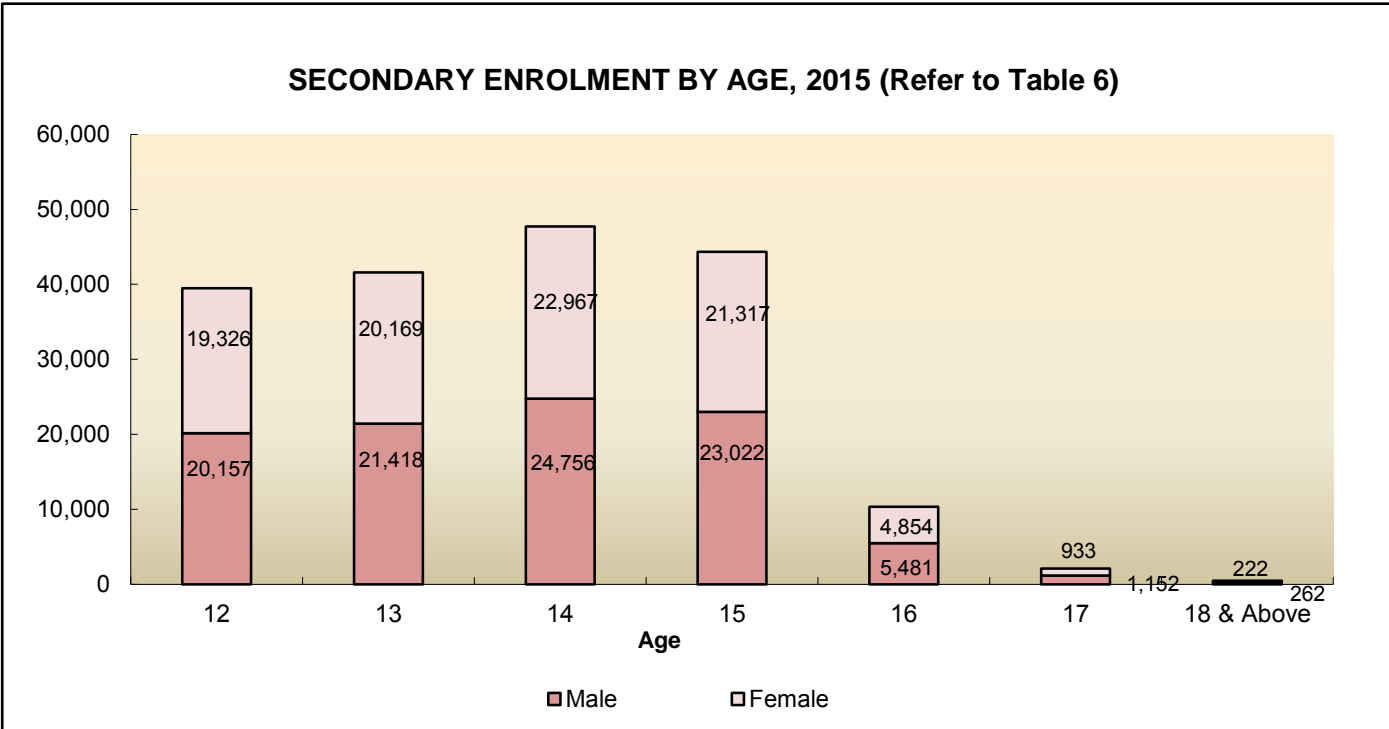
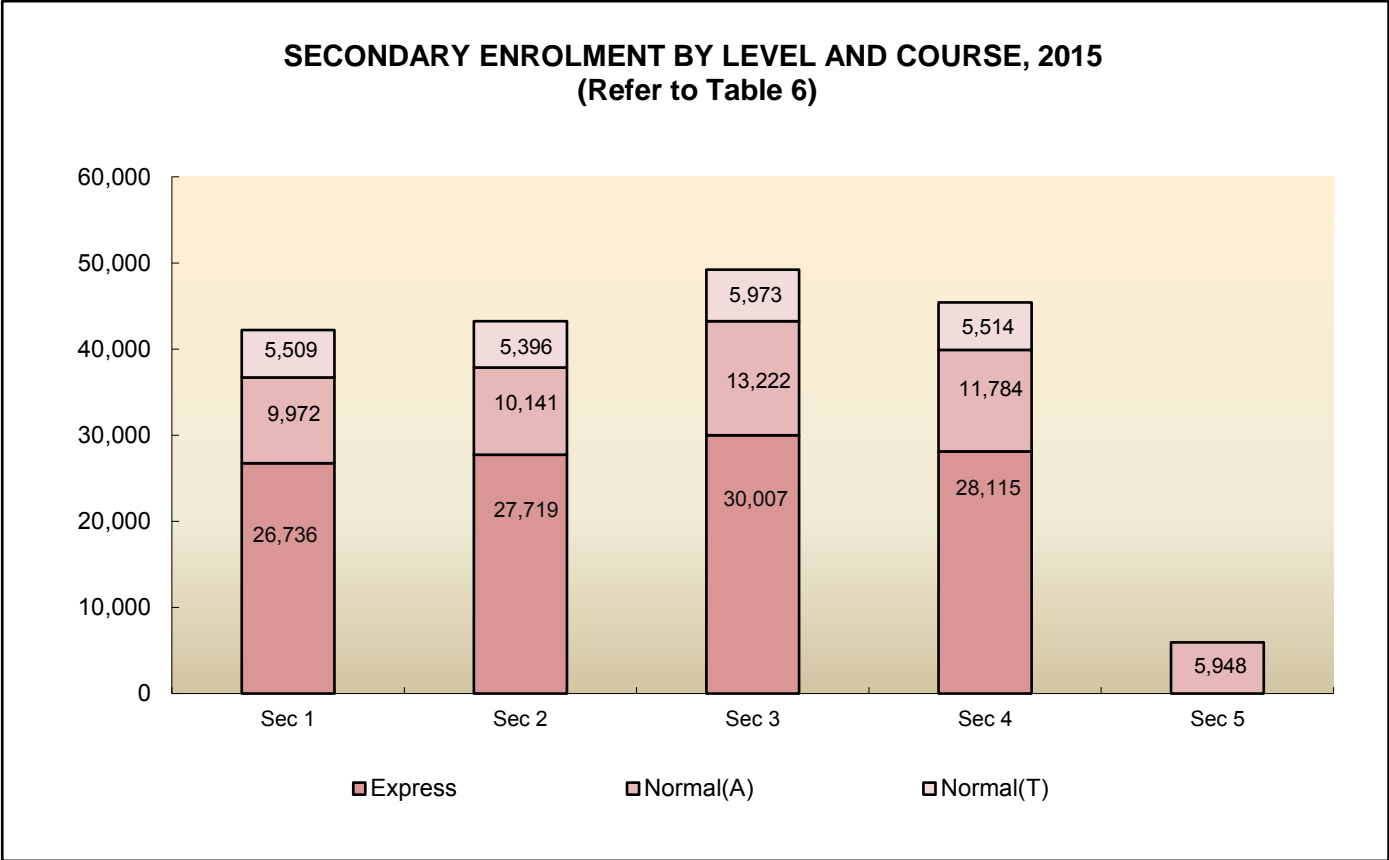
PRIMARY ENROLMENT BY AGE, 2015 (Refer to Table 5)



5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2015

Level	Sex	Age (in years)										Total
		≤ 6	7	8	9	10	11	12	13	14	≥ 15	
Total	MF	39,720	40,538	39,765	39,081	38,931	38,632	1,928	466	34	7	239,102
	F	19,498	19,811	19,381	19,088	18,904	18,846	860	207	10	3	116,608
Pri 1	MF	39,719	324	19	1	0	0	0	0	0	0	40,063
	F	19,497	124	11	1	0	0	0	0	0	0	19,633
Pri 2	MF	1	40,213	483	70	6	1	0	0	0	0	40,774
	F	1	19,686	188	35	2	0	0	0	0	0	19,912
Pri 3	MF	0	1	39,262	765	159	11	1	0	0	0	40,199
	F	0	1	19,182	334	74	1	0	0	0	0	19,592
Pri 4	MF	0	0	1	38,244	943	254	17	2	0	0	39,461
	F	0	0	0	18,717	434	114	8	0	0	0	19,273
Pri 5	MF	0	0	0	1	37,822	918	321	30	2	0	39,094
	F	0	0	0	1	18,393	407	145	17	1	0	18,964
Pri 6	MF	0	0	0	0	1	37,448	1,589	434	32	7	39,511
	F	0	0	0	0	1	18,324	707	190	9	3	19,234

Note : Age is as at the start of the year.

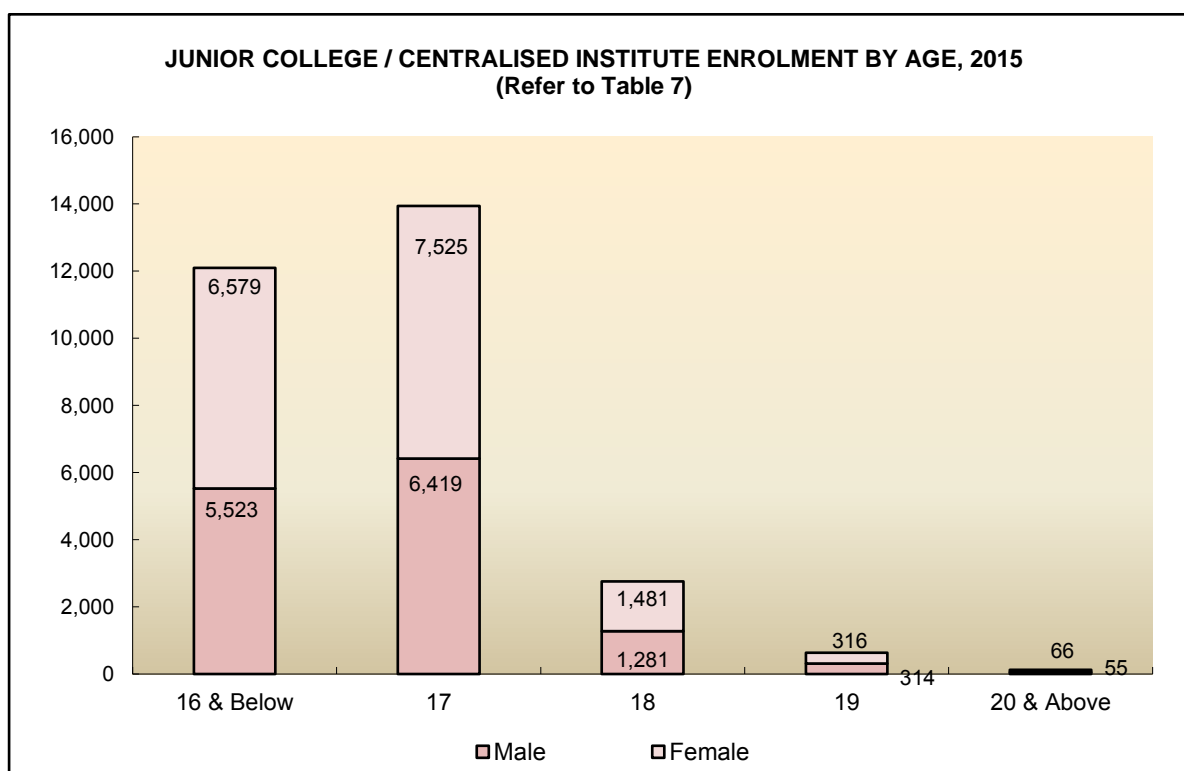
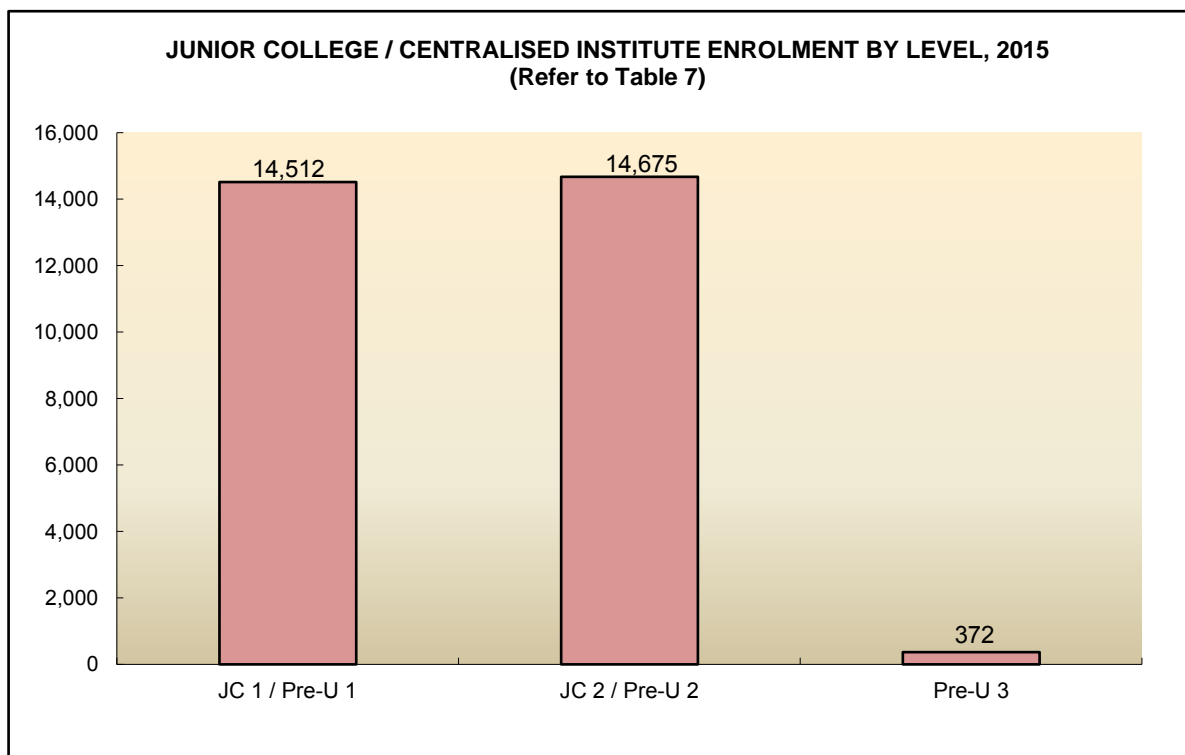


6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2015

Level & Course	Sex	Age (in years)									Total
		≤ 12	13	14	15	16	17	18	19	≥ 20	
Total	MF	39,483	41,587	47,723	44,339	10,335	2,085	411	66	7	186,036
	F	19,326	20,169	22,967	21,317	4,854	933	184	35	3	89,788
Secondary 1	MF	39,482	1,910	730	82	13	0	0	0	0	42,217
	F	19,325	889	336	35	3	0	0	0	0	20,588
Express	MF	25,466	822	431	16	1	0	0	0	0	26,736
	F	13,221	411	200	9	0	0	0	0	0	13,841
Normal(A)	MF	9,330	466	150	23	3	0	0	0	0	9,972
	F	4,256	222	72	6	0	0	0	0	0	4,556
Normal(T)	MF	4,686	622	149	43	9	0	0	0	0	5,509
	F	1,848	256	64	20	3	0	0	0	0	2,191
Secondary 2	MF	1	39,674	2,496	932	120	30	3	0	0	43,256
	F	1	19,277	1,103	450	46	15	1	0	0	20,893
Express	MF	1	25,946	1,147	572	46	7	0	0	0	27,719
	F	1	13,279	567	288	16	4	0	0	0	14,155
Normal(A)	MF	0	9,218	673	206	35	9	0	0	0	10,141
	F	0	4,388	288	97	14	4	0	0	0	4,791
Normal(T)	MF	0	4,510	676	154	39	14	3	0	0	5,396
	F	0	1,610	248	65	16	7	1	0	0	1,947
Secondary 3	MF	0	3	44,493	3,342	1,149	186	28	1	0	49,202
	F	0	3	21,524	1,434	519	67	7	1	0	23,555
Express	MF	0	3	27,722	1,574	632	65	11	0	0	30,007
	F	0	3	14,373	781	335	33	5	0	0	15,530
Normal(A)	MF	0	0	11,712	1,089	338	69	14	0	0	13,222
	F	0	0	5,398	384	126	18	1	0	0	5,927
Normal(T)	MF	0	0	5,059	679	179	52	3	1	0	5,973
	F	0	0	1,753	269	58	16	1	1	0	2,098
Secondary 4	MF	0	0	4	39,983	3,885	1,286	218	37	0	45,413
	F	0	0	4	19,398	1,676	607	109	19	0	21,813
Express	MF	0	0	4	25,250	1,954	772	120	15	0	28,115
	F	0	0	4	12,959	967	403	71	7	0	14,411
Normal(A)	MF	0	0	0	10,197	1,160	352	64	11	0	11,784
	F	0	0	0	4,823	441	139	27	6	0	5,436
Normal(T)	MF	0	0	0	4,536	771	162	34	11	0	5,514
	F	0	0	0	1,616	268	65	11	6	0	1,966
Secondary 5	MF	0	0	0	0	5,168	583	162	28	7	5,948
	F	0	0	0	0	2,610	244	67	15	3	2,939

Note:

- 1) Normal(T) figures include students on the ITE Skills Certificate course in Specialised Schools to equip them with employable skills for entry into the workforce or further training.
- 2) All Secondary 5 students are in the Normal (Academic) course.
- 3) Includes Government, Govt-Aided, Independent, Specialised Independent and Specialised schools.
- 4) Age is as at the start of the year.

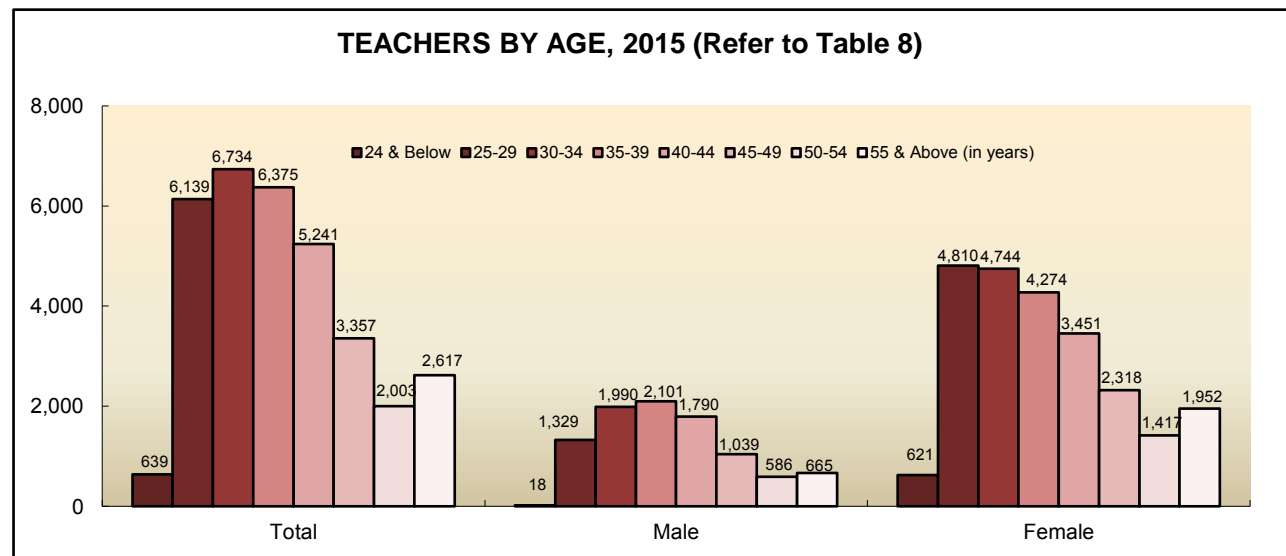
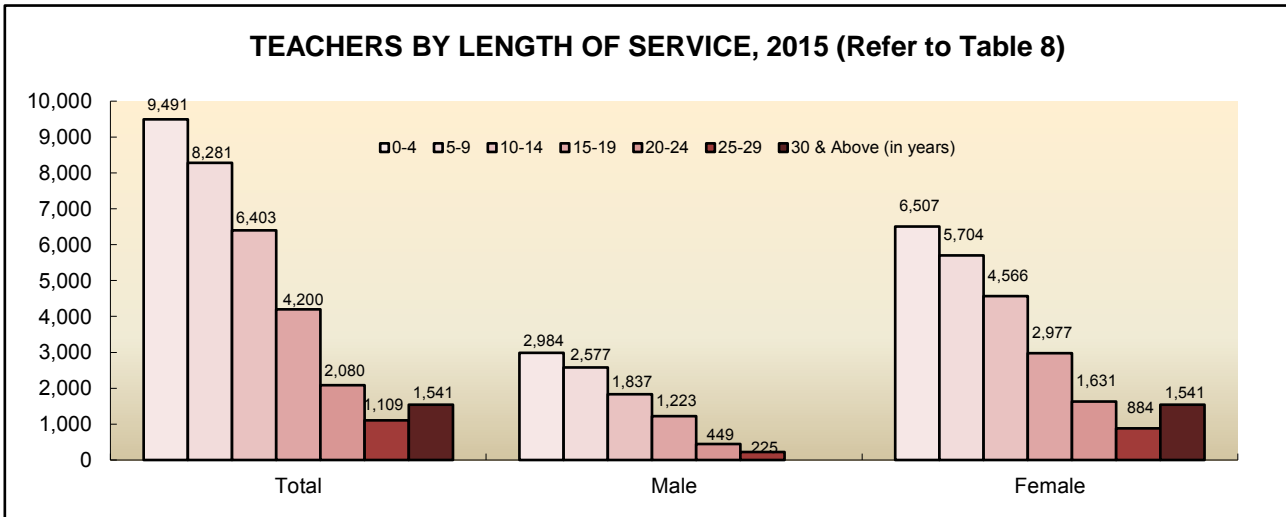
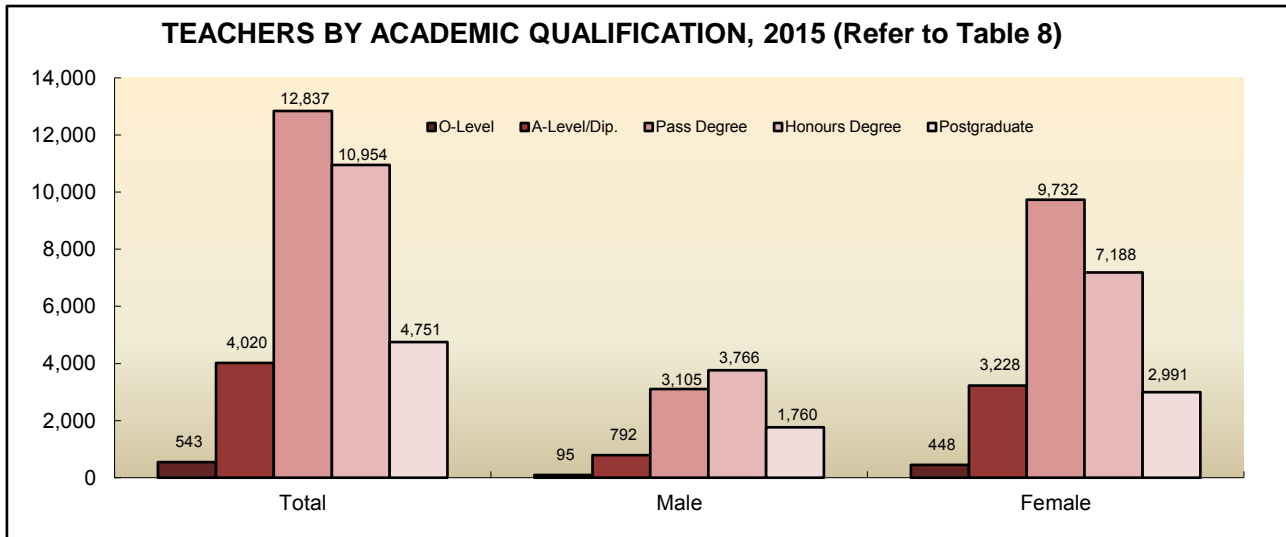


7 JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE AND LEVEL, 2015

Level	Sex	Age (in years)						Total
		≤ 16	17	18	19	20	≥ 21	
Total	MF	12,102	13,944	2,762	630	100	21	29,559
	F	6,579	7,525	1,481	316	57	9	15,967
JC 1 / Pre-U 1	MF	12,096	1,911	434	61	10	0	14,512
	F	6,576	1,010	215	30	3	0	7,834
JC 2 / Pre-U 2	MF	6	12,033	2,117	456	53	10	14,675
	F	3	6,515	1,133	220	34	6	7,911
Pre-U 3	MF	0	0	211	113	37	11	372
	F	0	0	133	66	20	3	222

Note :

- 1) Includes pre-university students such as those in Years 5 and 6 of the Integrated Programme.
- 2) Includes Government, Govt-Aided, Independent and Specialised Independent schools.
- 3) Age is as at the start of the year.



8 TEACHERS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2015

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	14,914	12,114	15,207	9,773	2,984	1,700	33,105	23,587
Academic Qualification								
GCE O-Level	432	383	110	65	1	0	543	448
GCE A-Level/Diploma	3,348	2,729	663	495	9	4	4,020	3,228
Pass Degree	6,025	5,044	6,320	4,378	492	310	12,837	9,732
Honours Degree	3,579	2,782	5,641	3,397	1,734	1,009	10,954	7,188
Masters Degree	1,518	1,168	2,408	1,403	694	353	4,620	2,924
PhD	12	8	65	35	54	24	131	67
Length of Service (in years)								
0 - 4	3,867	3,030	4,744	2,982	880	495	9,491	6,507
5 - 9	3,522	2,742	4,016	2,538	743	424	8,281	5,704
10 - 14	3,167	2,565	2,655	1,678	581	323	6,403	4,566
15 - 19	2,129	1,776	1,746	1,032	325	169	4,200	2,977
20 - 24	1,110	975	808	571	162	85	2,080	1,631
25 - 29	460	413	513	394	136	77	1,109	884
30 & Above	659	613	725	578	157	127	1,541	1,318
Age (in years)								
24 & Below	266	259	334	325	39	37	639	621
25 - 29	2,377	2,055	3,207	2,385	555	370	6,139	4,810
30 - 34	2,981	2,332	3,055	2,005	698	407	6,734	4,744
35 - 39	2,949	2,346	2,828	1,631	598	297	6,375	4,274
40 - 44	2,610	2,032	2,229	1,225	402	194	5,241	3,451
45 - 49	1,705	1,396	1,406	803	246	119	3,357	2,318
50 - 54	888	721	935	589	180	107	2,003	1,417
55 & Above	1,138	973	1,213	810	266	169	2,617	1,952

9 VICE-PRINCIPALS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2015

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	303	206	315	155	39	16	657	377

Academic Qualification

GCE A-Level / Diploma	14	10	0	0	0	0	14	10
Pass Degree	100	76	76	44	5	3	181	123
Honours Degree	47	31	91	32	11	4	149	67
Masters Degree	140	88	145	79	23	9	308	176
PhD	2	1	3	0	0	0	5	1

Length of Service (in years)

0 - 9	13	7	11	3	4	2	28	12
10 - 14	33	17	76	23	16	3	125	43
15 - 19	120	71	81	35	9	3	210	109
20 - 24	65	52	55	30	3	2	123	84
25 - 29	26	22	42	27	3	2	71	51
30 & Above	46	37	50	37	4	4	100	78

Age (in years)

29 & below	0	0	0	0	0	0	0	0
30 - 34	6	5	8	6	2	2	16	13
35 - 39	36	26	58	21	18	5	112	52
40 - 44	113	70	87	38	8	2	208	110
45 - 49	68	43	63	28	4	2	135	73
50 - 54	46	35	46	29	5	3	97	67
55 & Above	34	27	53	33	2	2	89	62

10 PRINCIPALS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2015

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	190	144	164	88	24	12	378	244
Academic Qualification								
GCE A-Level / Diploma	4	3	0	0	0	0	4	3
Pass Degree	55	44	28	17	1	0	84	61
Honours Degree	24	17	39	21	4	2	67	40
Masters Degree	106	79	97	50	16	10	219	139
PhD	1	1	0	0	3	0	4	1
Length of Service (in years)								
0 - 9	1	1	5	2	0	0	6	3
10 - 14	8	6	9	1	0	0	17	7
15 - 19	36	23	52	22	2	1	90	46
20 - 24	46	35	33	20	1	1	80	56
25 - 29	39	30	26	17	5	1	70	48
30 & Above	60	49	39	26	16	9	115	84
Age (in years)								
29 & Below	0	0	0	0	0	0	0	0
30 - 34	0	0	0	0	0	0	0	0
35 - 39	7	7	8	4	0	0	15	11
40 - 44	38	26	52	26	2	1	92	53
45 - 49	51	39	38	19	1	1	90	59
50 - 54	40	31	26	15	4	2	70	48
55 & Above	54	41	40	24	17	8	111	73

11 STATISTICS¹ ON PRIVATE EDUCATION INSTITUTIONS, 2015

Type of Institution	Number of Institutions	Enrolment					
		Full-Time		Part-Time		Total	
		Total	Female	Total	Female	Total	Female
Total	29	11,865	5,324	-	-	11,865	5,324
Full-time Islamic Religious School (Madrasah)	6	3,651	2,347	-	-	3,651	2,347
Privately Funded School ²	3	2,673	1,297	-	-	2,673	1,297
Special Education School ³	20	5,541	1,680	-	-	5,541	1,680

Type of Institution	Number of Institutions	Teaching Staff					
		Full-Time		Part-Time		Total	
		Total	Female	Total	Female	Total	Female
Total	29	1,507	1,174	7	6	1,514	1,180
Full-time Islamic Religious School (Madrasah)	6	228	166	0	0	228	166
Privately Funded School	3	276	159	7	6	283	165
Special Education School	20	1,003	849	-	-	1,003	849

Note : 1) The figures include only private education institutions registered with MOE.

2) Privately-Funded Schools (PFS) offer education at the secondary and/or junior college levels and are aimed primarily at Singapore residents who may prefer an alternative curriculum and qualification.

3) The figures include only government-funded special education schools.

4) Private kindergartens are not included in these tables.

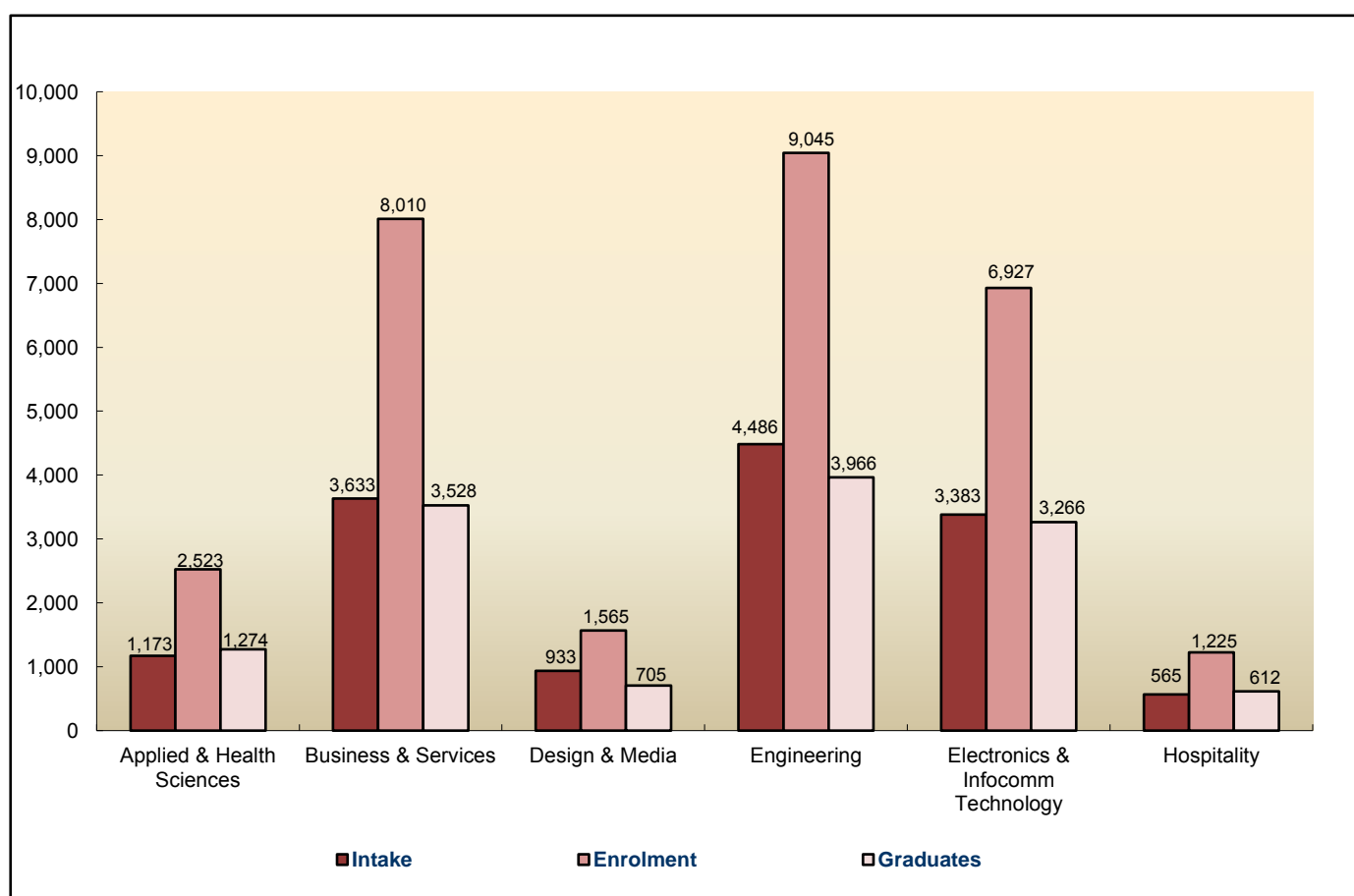
SECTION 2

Post-Secondary Education

12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2015

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	14,173	5,204	29,295	11,267	13,351	5,140
Applied & Health Sciences	1,173	733	2,523	1,594	1,274	815
Business & Services	3,633	2,184	8,010	5,048	3,528	2,223
Design & Media	933	466	1,565	798	705	355
Engineering	4,486	623	9,045	1,287	3,966	554
Electronics & Infocomm Technology	3,383	891	6,927	1,873	3,266	868
Hospitality	565	307	1,225	667	612	325

1) Refer to the Appendix for the classification of courses.



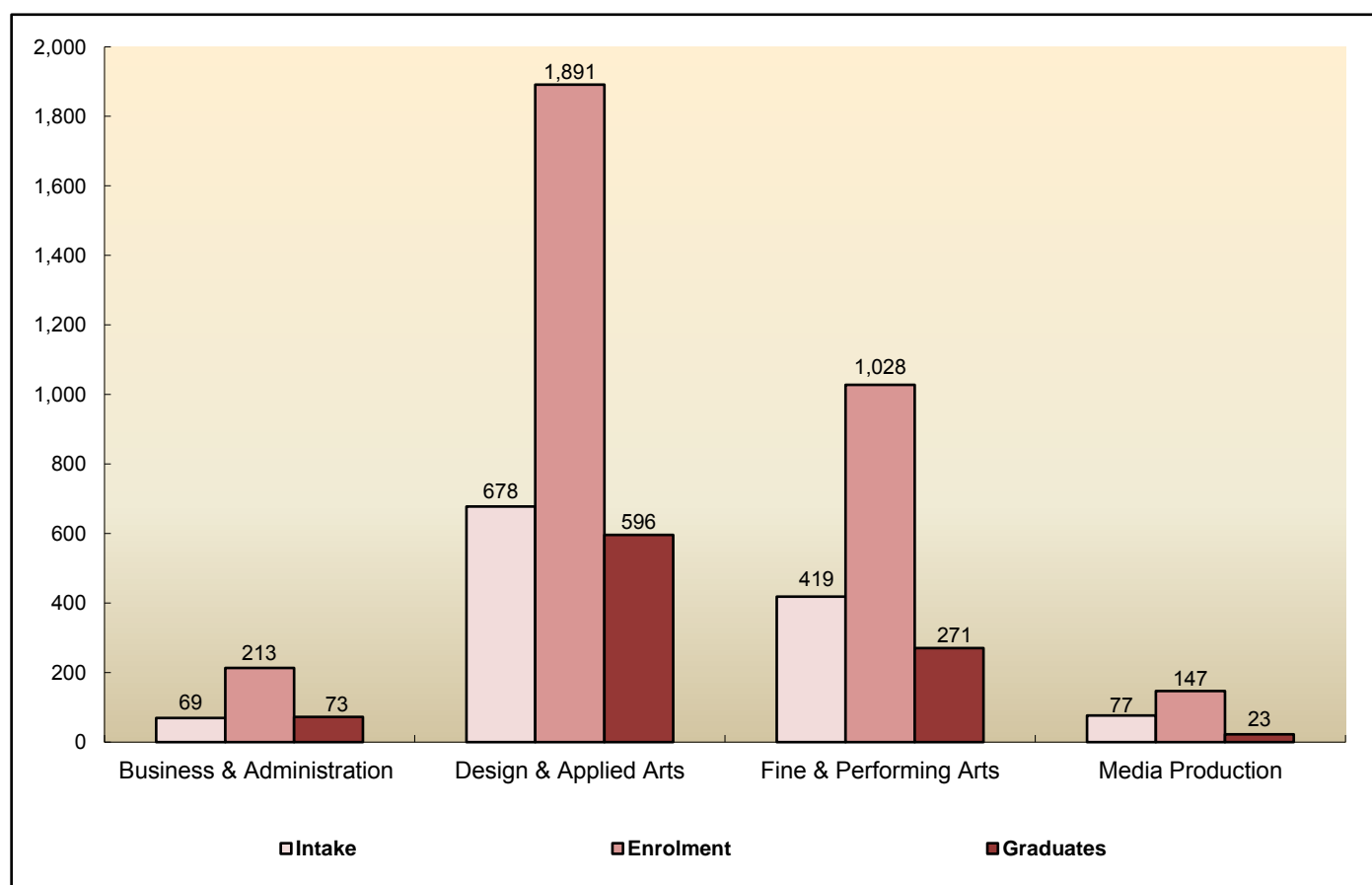
13 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE (FULL-TIME), 2015

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	1,243	826	3,279	2,248	963	654
Business & Administration	69	51	213	162	73	56
Design & Applied Arts	678	467	1,891	1,327	596	412
Fine & Performing Arts	419	274	1,028	686	271	171
Media Production	77	34	147	73	23	15

Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only.

2) Intake includes direct entry to second and subsequent years.

3) Refer to the Appendix for the classification of courses.



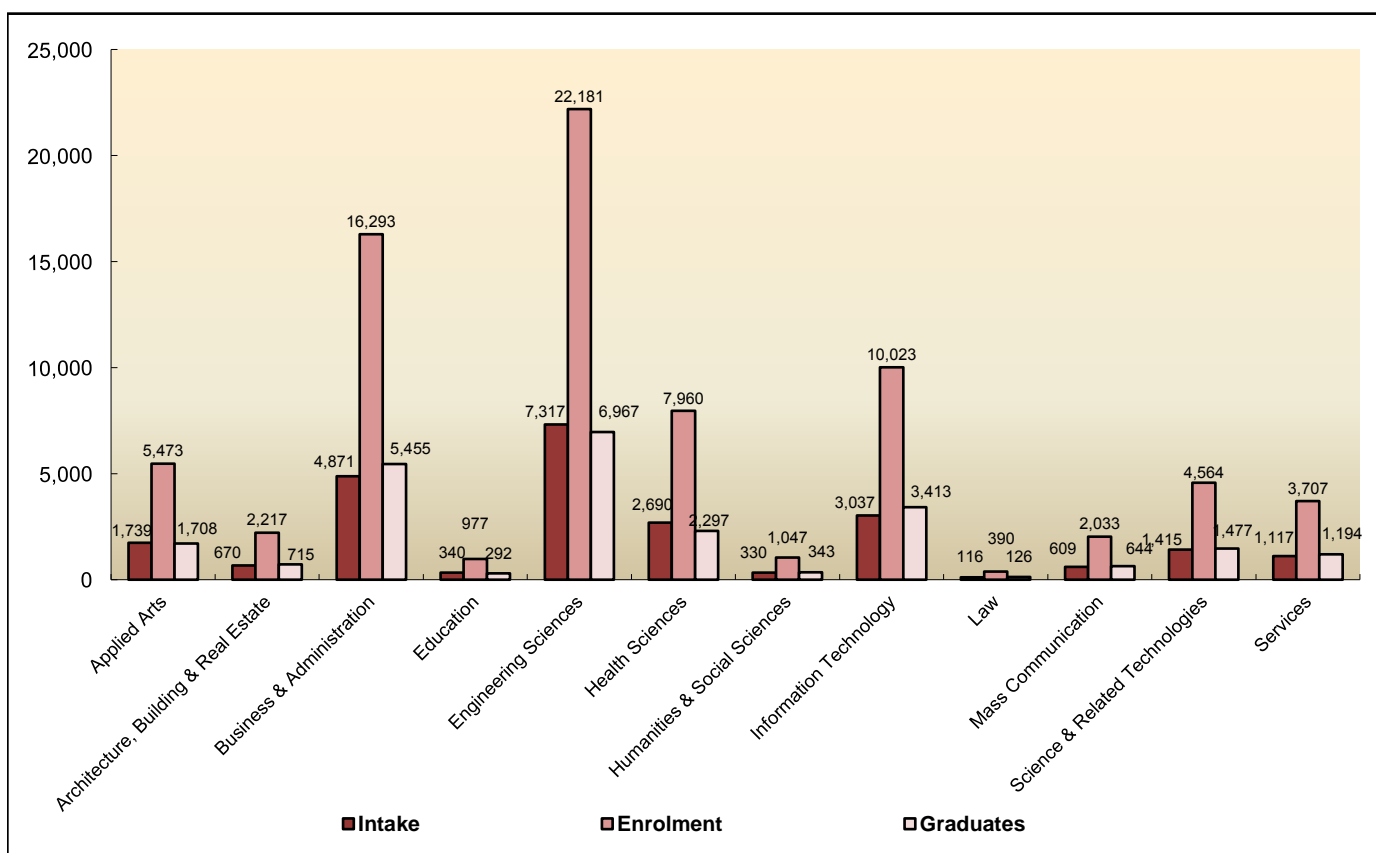
14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2015

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	24,251	11,775	76,865	36,985	24,631	11,981
Applied Arts	1,739	1,021	5,473	3,186	1,708	977
Architecture, Building & Real Estate	670	390	2,217	1,283	715	396
Business & Administration	4,871	3,062	16,293	10,062	5,455	3,384
Education	340	319	977	911	292	274
Engineering Sciences	7,317	1,705	22,181	5,064	6,967	1,659
Health Sciences	2,690	1,996	7,960	5,794	2,297	1,693
Humanities & Social Sciences	330	248	1,047	773	343	257
Information Technology	3,037	1,074	10,023	3,629	3,413	1,298
Law	116	73	390	222	126	71
Mass Communication	609	456	2,033	1,496	644	470
Science & Related Technologies	1,415	864	4,564	2,817	1,477	919
Services	1,117	567	3,707	1,748	1,194	583

Note: 1) Intake, enrolment and graduate figures refer to diploma courses only. Intake excludes students on Polytechnic Foundation Programme.

2) Intake includes direct entry to second year.

3) Refer to the Appendix for the classification of courses.



15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES¹ BY COURSE (FULL-TIME), 2015

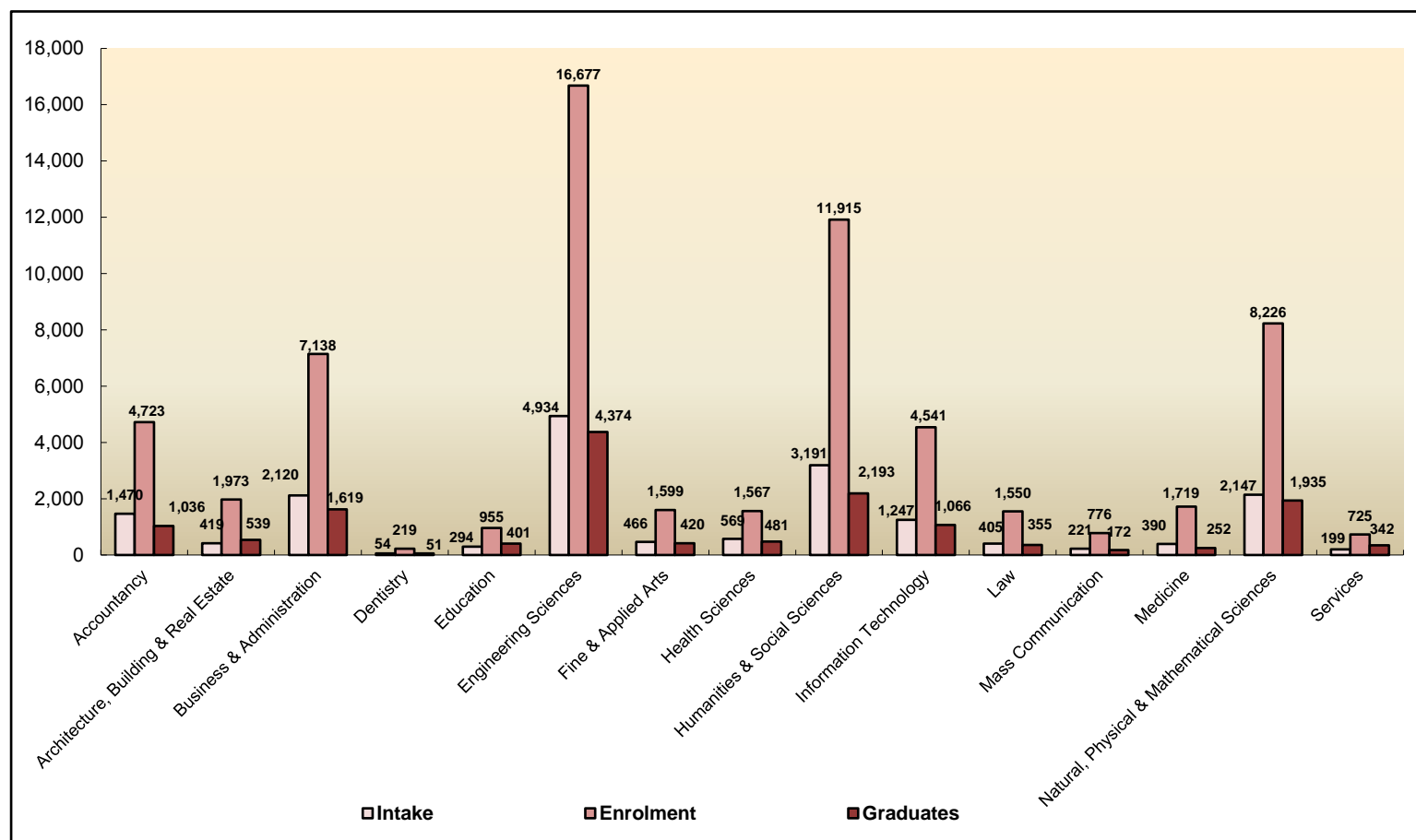
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	18,126	9,192	64,303	32,890	15,236	7,547
Accountancy	1,470	830	4,723	2,684	1,036	556
Architecture, Building & Real Estate	419	262	1,973	1,189	539	351
Business & Administration	2,120	1,272	7,138	4,027	1,619	848
Dentistry	54	34	219	134	51	32
Education	294	247	955	751	401	305
Engineering Sciences	4,934	1,429	16,677	4,970	4,374	1,296
Fine & Applied Arts	466	244	1,599	934	420	233
Health Sciences	569	417	1,567	1,126	481	353
Humanities & Social Sciences	3,191	2,158	11,915	8,054	2,193	1,450
Information Technology	1,247	389	4,541	1,492	1,066	377
Law	405	171	1,550	706	355	168
Mass Communication	221	181	776	602	172	130
Medicine	390	176	1,719	859	252	115
Natural, Physical & Mathematical Sciences	2,147	1,288	8,226	4,989	1,935	1,145
Services	199	94	725	373	342	188

Note: 1) Refers to National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology & Design and SIM University.

2) Intake, enrolment and graduates figures refer to full-time first degree only.

3) Intake figures include students who entered directly into second and subsequent years.

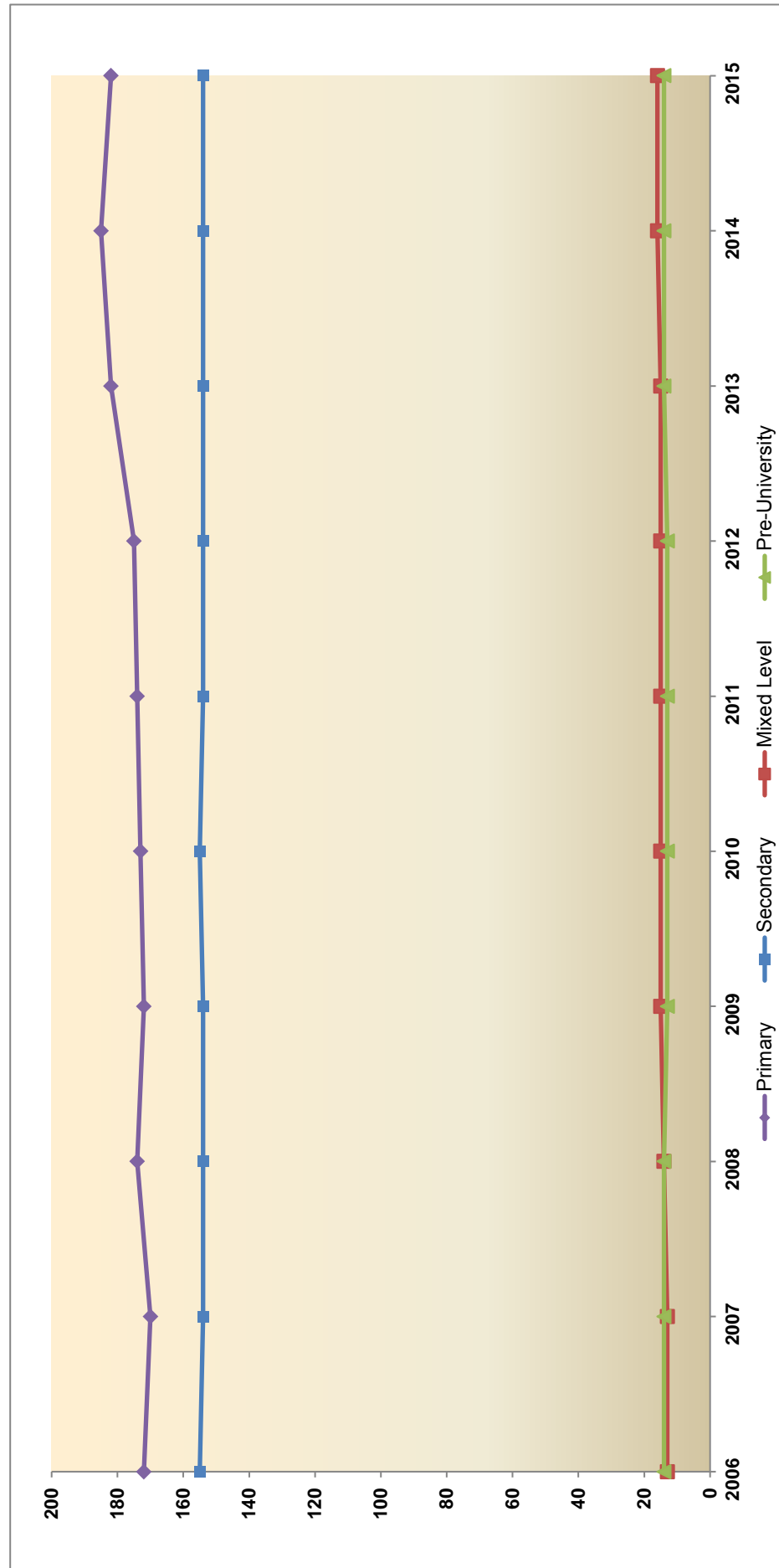
4) Refer to the Appendix for the classification of courses.



SECTION 3

Statistical Series

NUMBER OF SCHOOLS BY LEVEL (Refer to Table 16)

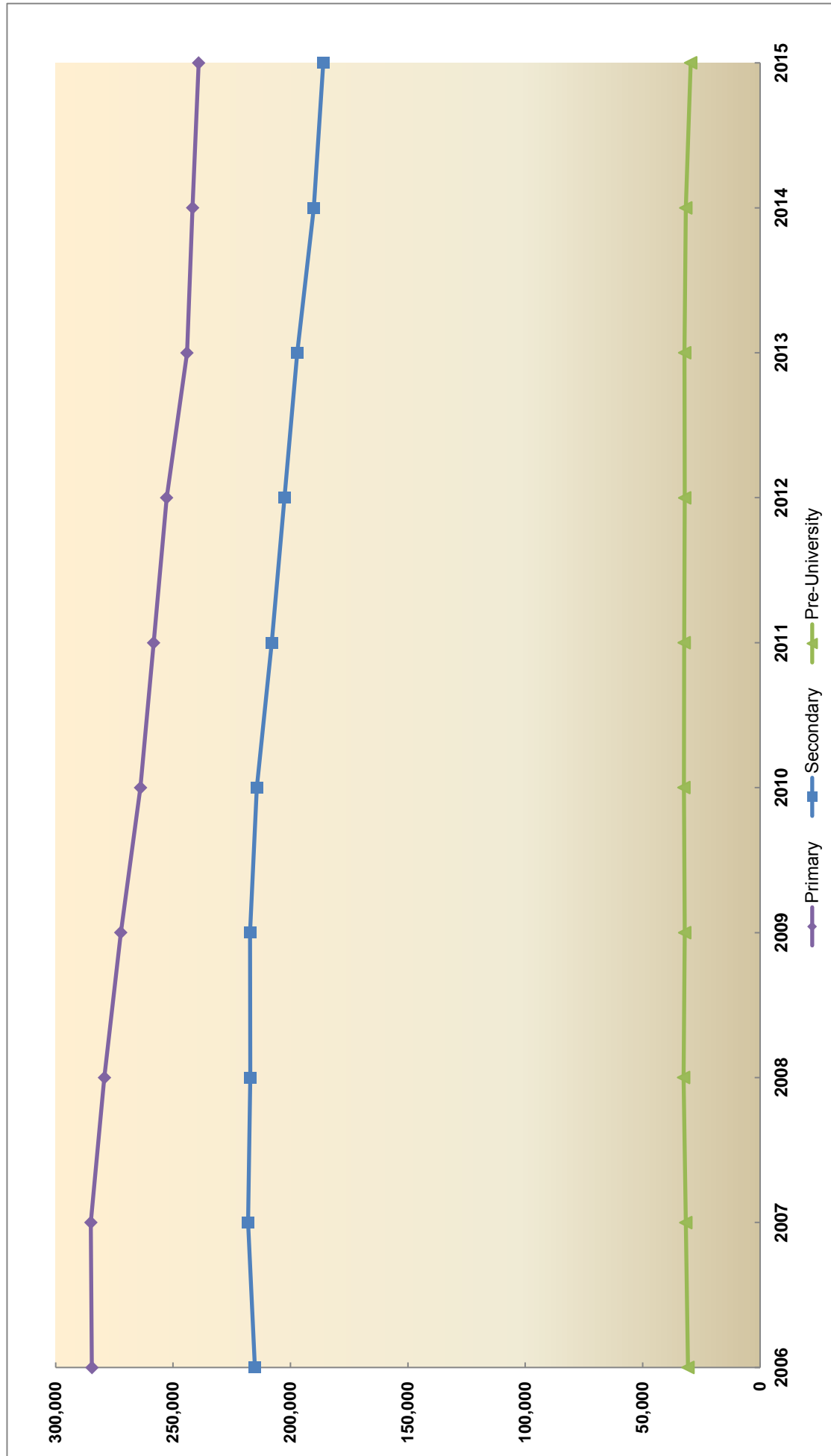


16 NUMBER OF SCHOOLS BY LEVEL AND TYPE

Year	Primary			Secondary					Mixed Level ¹					Pre-University					Grand Total			
	Govt	Aided	Total	Govt	Aided	Indep	Spec	Indep	Total	Govt	Aided	Indep	Spec	Indep	Total	Junior College ²		Centralised Institute ³		Total ⁴		
																Govt	Aided					
																					Indep	
1960	165	248	413	27	21	-	-	-	48	1	31	-	-	-	32	-	-	-	-	493		
1970	198	190	388	68	17	-	-	-	85	-	-	30	-	-	-	30	1	-	-	1	504	
1980	199	114	313	84	23	-	-	-	107	-	23	-	-	-	23	2	5	-	7	(19)	450	
1990	157	43	200	102	27	4	-	-	133	-	7	2	-	-	9	9	5	-	4	18	(25)	360
2000	155	40	195	123	28	6	-	-	157	-	4	2	-	-	6	10	5	-	2	17	375	
2006	131	41	172	122	28	4	1	-	155	5	3	4	1	1	13	8	4	1	1	14	354	
2007	129	41	170	120	28	4	1	1	154	5	3	4	1	1	13	8	4	1	1	14	351	
2008	133	41	174	120	28	4	1	1	154	5	3	4	2	2	14	8	4	1	1	14	356	
2009	131	41	172	120	28	3	1	2	154	5	3	5	2	2	15	8	4	-	1	13	354	
2010	132	41	173	120	28	3	2	2	155	5	3	5	2	2	15	8	4	-	1	13	356	
2011	133	41	174	119	28	3	2	2	154	5	3	5	2	2	15	8	4	-	1	13	356	
2012	134	41	175	119	28	3	2	2	154	5	3	5	2	2	15	8	4	-	1	13	357	
2013	141	41	182	119	28	2	2	3	154	4	3	6	2	2	15	9	4	-	1	14	365	
2014	144	41	185	119	28	2	1	4	154	4	3	6	3	3	16	9	4	-	1	14	369	
2015	141	41	182	119	28	2	1	4	154	4	3	6	3	3	16	9	4	-	1	14	366	

- Note:
- 1) Mixed Level comprises Primary & Secondary Schools (P1-S4/5), Secondary & Junior College Schools (S1-JC2); and Upper Secondary and Junior College (S3-JC2). Figures prior to 2004 refer only to Primary and Secondary Schools. Figures are classified by type according to their secondary sections.
 - 2) The first junior college (National Junior College) was opened in 1969.
 - 3) Centralised Institute, which provides a 3-year pre-university course leading to A-level certification, was introduced in 1987.
 - 4) Figures exclude the number of Pre-U centres, which are indicated in parentheses. Introduced in 1979, Pre-U centres are schools that offer a 3-year pre-university course leading to A-level certification. They were phased out in 1995 due to falling demand.
 - 5) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

ENROLMENT BY LEVEL (Refer to Table 17)



17 ENROLMENT BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary					Pre-University					Grand Total	
		Govt	Aided	Total	Govt	Aided	Auto	Indep	Total	Govt	Aided	Auto	Indep	Total		
1960	MF	139,932	143,104	283,036	26,300	24,623	-	-	50,923	1,298	3,830	-	-	5,128	339,087	
	F	61,636	63,430	125,066	8,484	11,607	-	-	20,091	330	1,442	-	-	1,772	146,929	
1970	MF	233,692	129,150	362,842	97,997	35,408	-	-	133,405	5,877	3,991	-	-	9,868	506,115	
	F	108,947	60,472	169,419	46,472	18,830	-	-	65,302	2,664	1,627	-	-	4,291	239,012	
1980	MF	214,187	77,323	291,510	115,185	40,348	-	-	155,533	9,826	6,446	-	-	16,272	463,315	
	F	101,232	37,971	139,203	57,734	21,034	-	-	78,768	5,799	3,819	-	-	9,618	227,589	
1990	MF	195,994	61,763	257,757	116,693	35,589	-	8,260	160,542	21,107	8,107	-	-	29,214	447,513	
	F	91,747	30,437	122,184	56,741	20,036	-	1,654	78,431	12,110	4,268	-	-	16,378	216,993	
2000	MF	223,272	82,433	305,705	110,154	27,902	25,262	12,087	175,405	16,452	8,352	-	-	24,804	505,914	
	F	106,443	40,964	147,407	50,805	13,659	14,075	5,315	83,854	9,141	4,365	-	-	13,506	244,767	
2006	MF	206,123	78,477	284,600	136,047	27,240	38,053	13,757	215,097	18,933	7,067	-	4,726	30,726	530,423	
	F	97,689	39,273	136,962	63,348	11,762	22,915	5,941	103,966	10,428	3,794	-	2,312	16,534	257,462	
2007	MF	206,678	78,370	285,048	137,626	27,471	38,270	14,695	218,062	19,095	6,949	128	5,455	31,627	534,737	
	F	97,710	39,299	137,009	64,094	11,765	23,005	6,270	105,134	10,608	3,888	93	2,557	17,146	259,289	
		Govt	Aided	Total	Govt	Aided	Indep	Spec	Spec'd	Total	Govt	Aided	Indep	Spec	Total	
2008	MF	202,547	76,725	279,272	158,328	43,490	13,225	1,367	671	217,081	19,845	6,947	5,611	176	32,579	528,932
	F	95,763	38,643	134,406	76,170	21,856	5,796	631	212	104,665	11,162	3,864	2,639	84	17,749	256,820
2009	MF	196,830	75,424	272,254	157,904	43,367	13,309	1,567	1,083	217,230	19,478	6,712	5,657	263	32,110	521,594
	F	93,145	38,181	131,326	75,849	21,814	5,850	752	361	104,626	11,152	3,653	2,668	96	17,569	253,521
2010	MF	189,999	73,907	263,906	155,033	42,934	13,260	1,953	1,208	214,388	19,440	6,877	5,717	386	32,420	510,714
	F	90,030	37,507	127,537	74,437	21,661	5,824	945	412	103,279	11,100	3,816	2,717	136	17,769	248,585
2011	MF	185,451	72,842	258,293	148,912	42,412	13,118	2,212	1,320	207,974	19,138	6,821	5,824	513	32,296	498,563
	F	87,858	36,953	124,811	71,537	21,546	5,789	1,024	450	100,346	10,802	3,742	2,782	239	17,565	242,722
2012	MF	180,829	71,906	252,735	143,943	41,620	13,024	2,465	1,468	202,520	19,035	6,618	5,811	623	32,087	487,342
	F	85,837	36,617	122,454	69,240	21,119	5,723	1,119	522	97,723	10,834	3,536	2,809	332	17,511	237,688
2013	MF	173,721	70,324	244,045	139,542	40,456	12,759	2,693	1,715	197,165	19,109	6,545	5,881	630	32,165	473,375
	F	82,692	35,930	118,622	67,269	20,512	5,619	1,200	617	95,217	10,797	3,456	2,874	328	17,455	231,294
2014	MF	171,975	69,708	241,683	133,103	39,555	12,585	2,699	2,165	190,107	18,755	6,278	5,908	672	31,613	463,403
	F	81,912	35,791	117,703	64,049	20,036	5,585	1,211	783	91,664	10,474	3,330	2,870	361	17,035	226,402
2015	MF	169,972	69,130	239,102	129,811	38,594	12,399	2,670	2,562	186,036	17,476	5,659	5,717	707	29,559	454,697
	F	81,087	35,521	116,608	62,626	19,502	5,552	1,200	908	89,788	9,722	3,085	2,775	385	15,967	222,363

Note: 1) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-aided schools.

2) Pre-University includes Junior Colleges, Centralised Institute and Pre-U centres.

18 PRIMARY ENROLMENT BY LEVEL AND STREAM

Year	Sex	Pri 1	Pri 2	Pri 3	Primary 4			Primary 5			Primary 6			Total
					Norm	Extd	Mono	Norm	Extd	Mono	Norm	Extd	Mono	
1960	MF	60,049	59,052	51,087	43,395	-	-	38,241	-	-	31,212	-	-	283,036
	F	28,100	26,679	22,424	18,594	-	-	16,484	-	-	12,785	-	-	125,066
1970	MF	55,557	55,070	57,585	59,440	-	-	60,272	-	-	74,918	-	-	362,842
	F	26,856	26,533	27,307	27,970	-	-	28,408	-	-	32,345	-	-	169,419
1980	MF	46,377	49,655	47,495	45,994	4,670	2,189	45,374	-	-	49,756	-	-	291,510
	F	22,460	23,800	22,595	22,015	1,657	650	22,011	-	-	24,015	-	-	139,203
1990	MF	39,317	41,582	41,254	36,086	2,620	1,695	33,444	5,155	1,643	32,508	3,981	2,066	257,757 ²
	F	18,803	19,789	19,787	17,773	1,001	563	16,384	2,178	584	16,324	1,689	726	122,184
2000	MF	50,204	49,844	50,019	52,116	-	-	10,238	34,369	4,142	9,239	36,959	8,575	305,705
	F	24,215	24,144	24,254	25,156	-	-	5,639	16,238	1,558	5,170	17,757	3,276	147,407
2006	MF	43,914	43,652	47,697	49,368	-	-	46,198	-	3,116	45,100	-	5,555	284,600
	F	21,016	21,080	23,017	23,751	-	-	22,579	-	1,112	22,433	-	1,974	136,962
2007	MF	47,964	44,370	44,502	48,345	-	-	46,618	-	3,166	44,834	-	5,249	285,048
	F	23,018	21,250	21,492	23,326	-	-	22,866	-	1,072	22,140	-	1,845	137,009
2008	MF	42,880	47,994	45,019	44,926	-	-	48,307	-	-	44,756	-	5,390	279,272
	F	20,678	23,022	21,597	21,716	-	-	23,307	-	-	22,193	-	1,893	134,406
2009	MF	42,489	42,765	48,218	45,200	-	-	44,789	-	-	48,793	-	-	272,254
	F	20,659	20,662	23,111	21,692	-	-	21,685	-	-	23,517	-	-	131,326
2010	MF	39,595	42,405	43,022	48,418	-	-	45,141	-	-	45,325	-	-	263,906
	F	19,274	20,635	20,798	23,224	-	-	21,680	-	-	21,926	-	-	127,537
2011	MF	39,295	39,492	42,542	43,165	-	-	48,281	-	-	45,518	-	-	258,293
	F	18,991	19,252	20,712	20,833	-	-	23,165	-	-	21,858	-	-	124,811
2012	MF	39,582	39,258	39,610	42,652	-	-	43,042	-	-	48,591	-	-	252,735
	F	19,300	18,994	19,310	20,780	-	-	20,787	-	-	23,283	-	-	122,454
2013	MF	40,168	39,407	39,273	39,510	-	-	42,384	-	-	43,303	-	-	244,045
	F	19,566	19,232	19,013	19,279	-	-	20,652	-	-	20,880	-	-	118,622
2014	MF	40,927	40,179	39,440	39,252	-	-	39,277	-	-	42,608	-	-	241,683
	F	19,962	19,579	19,245	19,030	-	-	19,168	-	-	20,719	-	-	117,703
2015	MF	40,063	40,774	40,199	39,461	-	-	39,094	-	-	39,511	-	-	239,102
	F	19,633	19,912	19,592	19,273	-	-	18,964	-	-	19,234	-	-	116,608

Note: 1) The channelling of Primary 3 students into Primary 4 Normal, Extended and Monolingual streams was replaced in 1992 by channelling at Primary 4 into Primary 5 EM1, EM2 and EM3 streams.

2) Total primary enrolment includes Primary 7 and Primary 8 students from the Extended and Monolingual streams.

3) Since 2004, the distinction between the EM1 and EM2 streams have been removed and schools were given the autonomy to decide on how best to band their students by ability, in ways that added the most educational value. Since 2008, Subject-based Banding was introduced for the Primary 5 cohort and streaming was removed. With Subject-based Banding, students are able to offer a mix of Standard or Foundation level subjects depending on their aptitude in each subject.

19.1 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 1				Secondary 2				Secondary 3						
		Special	Express ¹	Normal (Acad)	Normal (Tech)	Total	Special	Express ¹	Normal (Acad)	Normal (Tech)	Total	Special	Express	Normal (Acad)	Normal (Tech)	Total
1960	MF	-	20,842	-	-	20,842	-	13,048	-	-	13,048	-	9,333	-	-	9,333
1970	F	-	8,040	-	-	8,040	-	5,597	-	-	5,597	-	3,710	-	-	3,710
	MF	-	38,200	-	-	38,200	-	36,970	-	-	36,970	-	30,485	-	-	30,485
1980	F	-	18,886	-	-	18,886	-	17,701	-	-	17,701	-	15,071	-	-	15,071
	MF	1,511	45,489	-	-	47,000	1,737	39,068	-	-	40,805	-	34,803	-	-	34,803
1990	F	800	22,509	-	-	23,309	978	19,765	-	-	20,743	-	17,860	-	-	17,860
	MF	2,354	20,113	13,292	-	35,759	2,278	22,336	13,167	-	37,781	2,228	21,503	12,623	-	36,354
2000	F	1,133	10,027	6,279	-	17,439	1,134	11,114	6,093	-	18,341	1,092	10,790	5,897	-	17,779
	MF	4,182	22,585	9,855	7,795	44,417	3,766	19,939	9,472	5,808	38,985	4,329	22,573	10,609	5,975	43,486
	F	2,239	11,301	4,687	3,160	21,387	1,997	10,126	4,270	2,359	18,752	2,262	11,353	4,738	2,386	20,739
	MF	4,262	26,973	12,419	7,118	50,772	4,316	26,747	13,191	6,553	50,807	5,155	27,541	13,557	6,774	53,027
2006	F	2,324	13,850	5,746	2,619	24,539	2,475	13,707	6,043	2,365	24,590	2,934	14,121	5,956	2,519	25,530
	MF	4,238	27,396	11,981	7,072	50,687	4,277	27,473	13,282	6,994	52,026	4,818	27,856	14,386	6,600	53,660
2007	F	2,380	13,892	5,640	2,593	24,505	2,346	14,201	6,059	2,530	25,136	2,698	14,281	6,386	2,364	25,729
	MF	-	30,873	12,811	6,530	50,214	4,156	27,781	12,879	7,014	51,830	4,751	28,456	14,481	6,869	54,557
2008	F	-	15,958	5,956	2,210	24,124	2,349	14,251	5,976	2,518	25,094	2,574	14,743	6,373	2,478	26,168
	MF	-	30,808	12,489	6,786	50,083	-	31,159	13,445	6,439	51,043	4,626	28,959	13,932	6,923	54,440
2009	F	-	15,882	5,811	2,384	24,077	-	16,222	6,143	2,172	24,537	2,572	14,919	6,214	2,461	26,166
	MF	-	29,785	12,394	6,491	48,670	-	31,296	12,978	6,661	50,935	-	32,933	14,048	6,197	53,178
2010	F	-	15,417	5,832	2,260	23,509	-	16,230	6,023	2,285	24,538	-	17,140	6,287	2,047	25,474
	MF	-	27,732	11,436	6,045	45,213	-	30,226	12,882	6,248	49,356	-	32,869	13,579	6,513	52,961
2011	F	-	14,240	5,475	2,172	21,887	-	15,746	5,984	2,146	23,876	-	17,069	6,151	2,215	25,435
	MF	-	27,293	11,848	6,057	45,198	-	28,038	11,825	5,842	45,705	-	31,387	13,324	6,084	50,795
2012	F	-	13,803	5,636	2,289	21,728	-	14,507	5,551	2,071	22,129	-	16,378	6,083	2,069	24,530
	MF	-	28,870	12,747	6,477	48,094	-	27,671	12,132	5,745	45,548	-	28,897	12,144	5,674	46,715
2013	F	-	14,802	5,955	2,346	23,103	-	14,077	5,695	2,095	21,867	-	15,016	5,554	1,992	22,562
	MF	-	27,490	9,873	5,606	42,969	-	29,241	12,973	6,114	48,328	-	28,619	12,447	5,646	46,712
2014	F	-	13,963	4,713	2,080	20,756	-	15,071	5,988	2,169	23,228	-	14,607	5,698	2,029	22,334
	MF	-	26,736	9,972	5,509	42,217	-	27,719	10,141	5,396	43,256	-	30,007	13,222	5,973	49,202
2015	F	-	13,841	4,556	2,191	20,588	-	14,155	4,791	1,947	20,893	-	15,530	5,927	2,098	23,555

Continued next page

Note: 1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

3) As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

19.2 SECONDARY ENROLMENT BY LEVEL AND COURSE

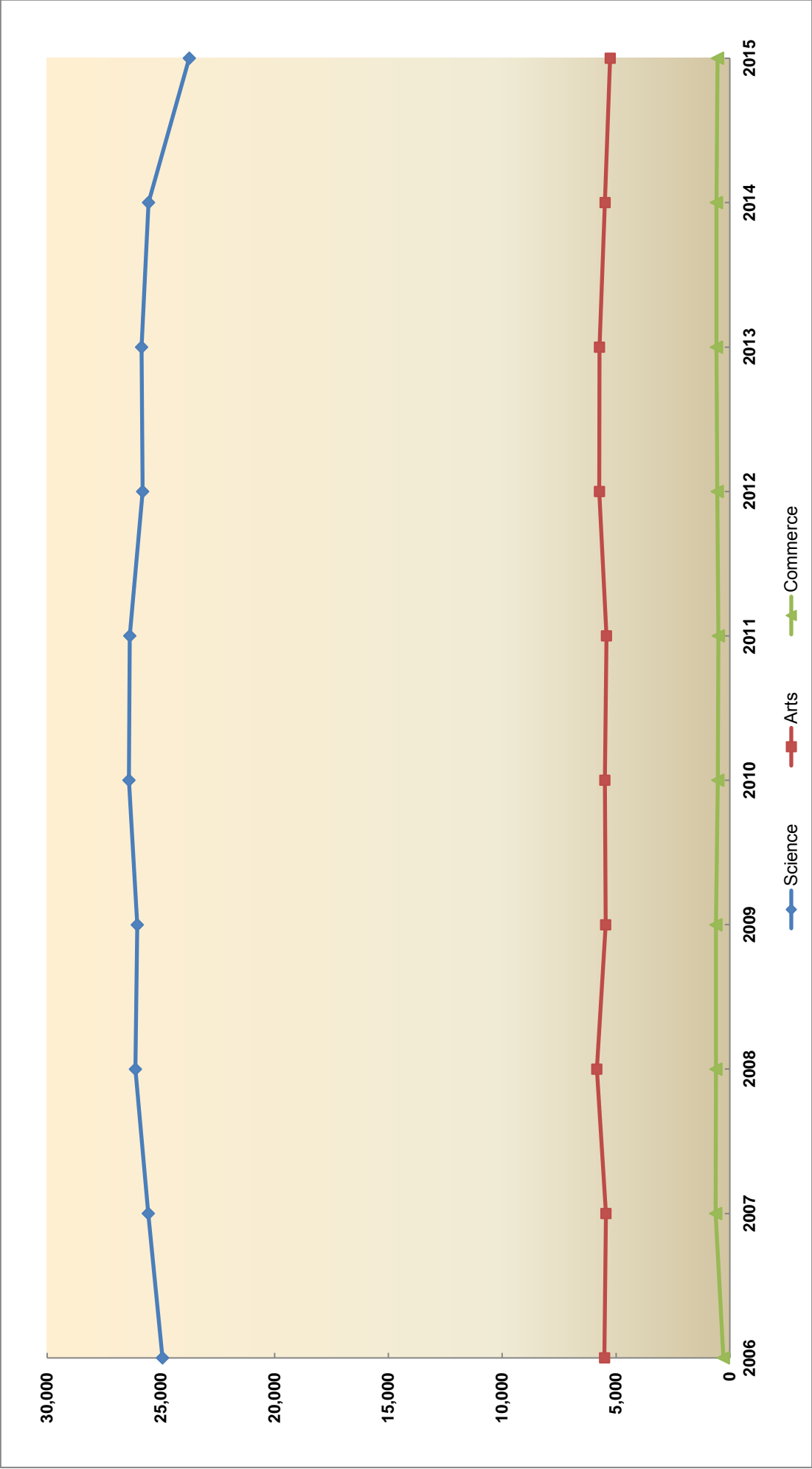
Year	Sex	Secondary 4				Sec 5	Total				Grand Total
		Special	Express	Normal (Acad)	Normal (Tech)		Special	Express	Normal (Acad)	Normal (Tech)	
1960	MF	-	7,700	-	-	7,700	-	50,923	-	-	50,923
	F	-	2,744	-	-	2,744	-	20,091	-	-	20,091
1970	MF	-	27,750	-	-	27,750	-	133,405	-	-	133,405
	F	-	13,644	-	-	13,644	-	65,302	-	-	65,302
1980	MF	-	32,925	-	-	32,925	3,248	152,285	-	-	155,533
	F	-	16,856	-	-	16,856	1,778	76,990	-	-	78,768
1990	MF	2,167	23,733	13,197	-	39,097	9,027	87,685	63,830	-	160,542
	F	1,071	11,890	6,249	-	19,210	4,430	43,821	30,180	-	78,431
2000	MF	4,100	21,299	10,058	5,654	41,111	16,377	86,396	47,400	25,232	175,405
	F	2,239	10,797	4,457	2,110	19,603	8,737	43,577	21,525	10,015	83,854
2006	MF	4,764	27,503	13,377	5,819	51,463	18,497	108,764	61,572	26,264	215,097
	F	2,670	14,358	5,992	1,998	25,018	10,403	56,036	28,026	9,501	103,966
2007	MF	4,894	26,771	13,072	6,788	51,525	18,227	109,496	62,885	27,454	218,062
	F	2,821	13,840	5,819	2,503	24,983	10,245	56,214	28,685	9,990	105,134
2008	MF	4,629	26,648	13,333	6,309	50,919	13,536	113,758	63,065	26,722	217,081
	F	2,647	13,795	5,994	2,239	24,675	7,570	58,747	28,903	9,445	104,665
2009	MF	4,535	27,488	13,479	6,684	52,186	9,161	118,414	62,823	26,832	217,230
	F	2,468	14,378	6,052	2,410	25,308	5,040	61,401	28,758	9,427	104,626
2010	MF	4,053	28,356	13,003	6,661	52,073	4,053	122,370	61,955	26,010	214,388
	F	2,498	14,509	5,931	2,353	25,291	2,498	63,296	28,540	8,945	103,279
2011	MF	-	31,984	13,307	5,972	51,263	-	122,811	60,385	24,778	207,974
	F	-	16,760	6,016	1,960	24,736	-	63,815	28,038	8,493	100,346
2012	MF	-	32,011	13,084	6,230	51,325	-	118,729	59,578	24,213	202,520
	F	-	16,717	5,991	2,099	24,807	-	61,405	27,790	8,528	97,723
2013	MF	-	30,585	12,776	5,829	49,190	-	116,023	57,417	23,725	197,165
	F	-	16,045	5,862	1,975	23,882	-	59,940	26,869	8,408	95,217
2014	MF	-	28,293	11,446	5,444	45,183	-	113,643	53,654	22,810	190,107
	F	-	14,781	5,292	1,903	21,976	-	58,422	25,061	8,181	91,664
2015	MF	-	28,115	11,784	5,514	45,413	-	112,577	51,067	22,392	186,036
	F	-	14,411	5,436	1,966	21,813	-	57,937	23,649	8,202	89,788

20 PRE-UNIVERSITY ENROLMENT BY LEVEL

Year	Sex	Junior College			Centralised Institute			Pre-U Centre				Grand Total	
		JC1	JC2	Total	PU1	PU2	PU3	Total	PU1	PU2	PU3		Total
1960	MF	-	-	-	-	-	-	-	2,809	2,319	-	5,128	5,128
1970	F	-	-	-	-	-	-	-	934	838	-	1,772	1,772
	MF	454	564	1,018	-	-	-	-	4,735	4,115	-	8,850	9,868
1980	F	221	276	497	-	-	-	-	2,091	1,703	-	3,794	4,291
	MF	5,669	5,239	10,908	-	-	-	-	2,911	2,453	-	5,364	16,272
1990	F	3,253	3,069	6,322	-	-	-	-	1,797	1,499	-	3,296	9,618
	MF	11,047	11,048	22,095	1,509	1,067	626	3,202	1,023	1,260	1,634	3,917	29,214
2000	F	5,823	5,802	11,625	1,052	752	427	2,231	668	805	1,049	2,522	16,378
	MF	11,797	11,903	23,700	394	421	289	1,104	-	-	-	-	24,804
	F	6,286	6,520	12,806	257	251	192	700	-	-	-	-	13,506
2006	MF	14,633	14,821	29,454	511	437	324	1,272	-	-	-	-	30,726
2007	F	7,760	7,945	15,705	323	290	216	829	-	-	-	-	16,534
	MF	16,435	13,664	30,099	721	416	391	1,528	-	-	-	-	31,627
2008	F	8,863	7,304	16,167	450	264	265	979	-	-	-	-	17,146
	MF	16,148	14,864	31,012	688	559	320	1,567	-	-	-	-	32,579
2009	F	8,712	8,023	16,735	451	356	207	1,014	-	-	-	-	17,749
	MF	16,121	14,547	30,668	618	467	357	1,442	-	-	-	-	32,110
2010	F	8,810	7,837	16,647	391	303	228	922	-	-	-	-	17,569
	MF	16,327	14,724	31,051	571	441	357	1,369	-	-	-	-	32,420
2011	F	8,836	8,030	16,866	385	283	235	903	-	-	-	-	17,769
	MF	16,195	14,771	30,966	551	432	347	1,330	-	-	-	-	32,296
2012	F	8,742	7,952	16,694	361	276	234	871	-	-	-	-	17,565
	MF	16,155	14,659	30,814	572	364	337	1,273	-	-	-	-	32,087
2013	F	8,801	7,894	16,695	357	240	219	816	-	-	-	-	17,511
	MF	16,261	14,601	30,862	629	372	302	1,303	-	-	-	-	32,165
2014	F	8,742	7,906	16,648	372	234	201	807	-	-	-	-	17,455
	MF	15,337	14,901	30,238	600	485	290	1,375	-	-	-	-	31,613
2015	F	8,256	7,973	16,229	336	285	185	806	-	-	-	-	17,035
	MF	14,043	14,234	28,277	469	441	372	1,282	-	-	-	-	29,559
	F	7,537	7,662	15,199	297	249	222	768	-	-	-	-	15,967

Note: Pre-U Centres were phased out in 1995 due to falling demand.

PRE-UNIVERSITY ENROLMENT BY COURSE (Refer to Table 21)



21 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

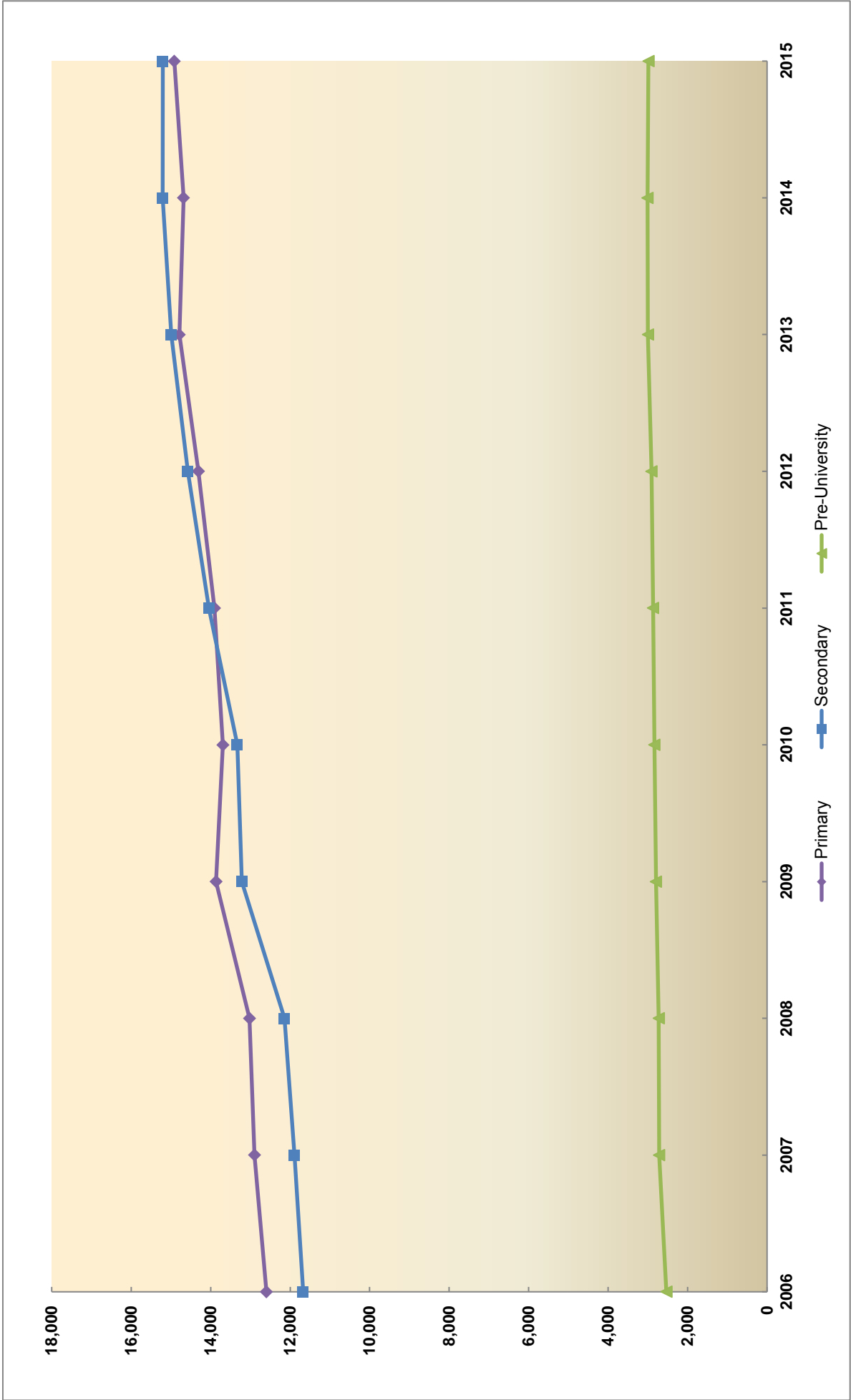
Year	Sex	Arts			Science			Commerce			Total	
		JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2		PU3
1960	MF	-	-	NA	NA	-	-	-	-	-	-	5,128
1970	F	-	-	NA	NA	-	-	-	-	-	-	1,772
	MF	x	x	2,596	2,417	-	x	x	160	107	-	9,868
1980	F	x	x	1,471	1,285	-	x	x	121	62	-	4,291
	MF	1,158	1,167	754	1,038	-	3,301	3,220	1,210	852	-	16,272
1990	F	903	889	521	695	-	1,355	1,456	995	724	-	9,618
	MF	1,992	2,056	351	416	575	6,370	6,593	280	204	118	29,214
2000	F	1,408	1,489	253	269	367	2,464	2,504	85	80	48	16,378
	MF	2,442	1,904	138	103	81	9,355	8,262	91	97	47	24,804
	F	1,757	1,392	87	69	55	4,529	3,928	50	38	19	13,506
2006	MF	2,452	2,559	183	188	126	12,181	12,262	187	176	130	30,726
2007	F	1,653	1,837	132	129	87	6,107	6,108	99	104	79	16,534
	MF	2,876	2,195	196	87	89	13,559	11,469	247	140	145	31,627
2008	F	1,940	1,500	132	71	66	6,923	5,804	143	71	88	17,146
	MF	2,840	2,560	193	163	86	13,308	12,304	205	197	109	32,579
2009	F	1,893	1,750	142	119	68	6,819	6,273	127	110	60	17,749
	MF	2,682	2,428	147	89	114	13,439	12,119	236	130	114	32,110
2010	F	1,816	1,631	108	66	83	6,994	6,206	129	83	61	17,569
	MF	2,733	2,400	164	127	63	13,594	12,324	223	168	97	32,420
2011	F	1,835	1,641	123	92	49	7,001	6,389	131	93	58	17,769
	MF	2,769	2,331	126	106	89	13,426	12,440	196	182	123	32,296
2012	F	1,879	1,582	96	69	70	6,863	6,370	107	105	66	17,565
	MF	3,025	2,451	101	68	87	13,130	12,208	183	146	132	32,087
2013	F	2,069	1,681	76	56	58	6,732	6,213	100	80	74	17,511
	MF	2,854	2,614	135	68	58	13,407	11,987	211	137	105	32,165
2014	F	1,957	1,833	96	51	49	6,785	6,073	100	77	54	17,455
	MF	2,697	2,467	168	94	59	12,640	12,434	199	167	100	31,613
2015	F	1,873	1,726	124	67	45	6,383	6,247	78	82	55	17,035
	MF	2,508	2,455	113	99	86	11,535	11,779	164	161	119	29,559
	F	1,753	1,743	85	79	61	5,784	5,919	103	60	60	15,967

Note: NA - Courses for 1960 are not available.

"x" - Figures for JC are included under PU1 & PU2.

Since 2006, as part of a new broad-based JC education, students are required to do at least one subject outside their area of specialisation. For example, a Science course student is required to take at least one Humanities subject and an Arts course student is required to take at least one Science subject.

NUMBER OF TEACHERS BY LEVEL (Refer to Table 22)

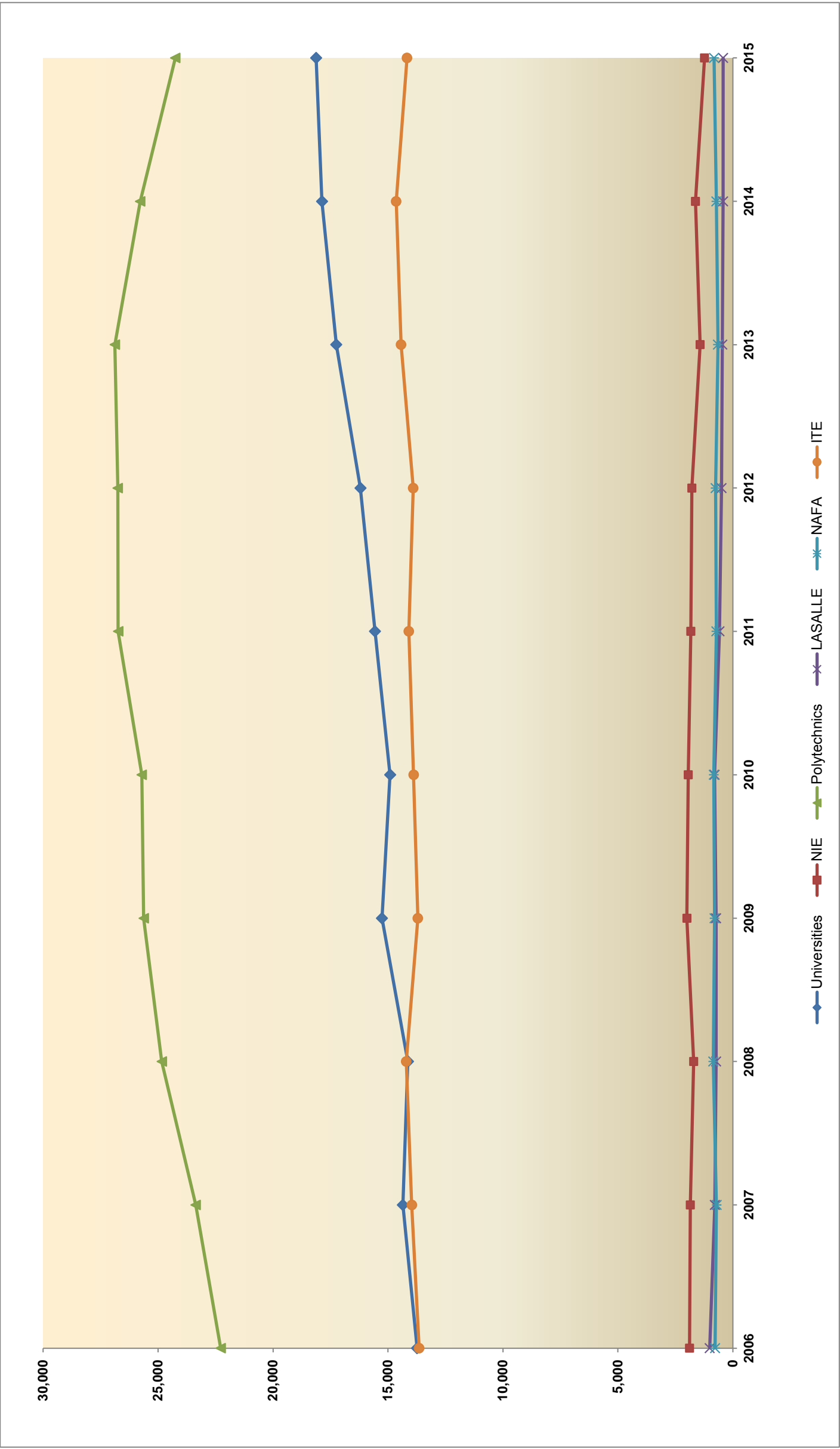


22 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary		Secondary				Pre-University				Grand Total			
		Govt	Aided	Total	Govt	Aided	Auto	Indep	Total	Govt	Aided		Auto	Indep	Total
1960	MF	4,283	4,316	8,599	979	1,025	-	-	-	2,004	-	-	-	-	10,603
	F	1,944	2,377	4,321	248	426	-	-	-	674	-	-	-	-	4,995
1970	MF	8,044	4,172	12,216	4,847	1,598	-	-	-	6,445	x	-	-	-	18,661
	F	5,485	2,569	8,054	2,155	776	-	-	-	2,931	x	-	-	-	10,985
1980	MF	7,244	2,837	10,081	5,605	2,234	-	-	-	7,839	x	-	-	-	17,920
	F	4,834	1,908	6,742	3,013	1,304	-	-	-	4,317	x	-	-	-	11,059
1990	MF	7,848	2,158	10,006	5,660	1,533	-	393	-	7,586	1,038	502	-	1,540	19,132
	F	5,560	1,673	7,233	3,395	1,047	-	269	-	4,711	661	323	-	984	12,928
2000	MF	8,659	3,264	11,923	5,791	1,559	1,026	756	-	9,132	1,245	640	-	1,885	22,940
	F	6,822	2,767	9,589	3,650	1,068	722	545	-	5,985	730	376	-	1,106	16,680
2006	MF	9,080	3,517	12,597	7,220	1,425	2,042	985	-	11,672	1,597	586	-	352	26,804
	F	7,446	2,997	10,443	4,750	923	1,461	653	-	7,787	926	349	-	202	19,707
2007	MF	9,284	3,613	12,897	7,239	1,473	2,154	1,026	-	11,892	1,665	576	x	475	27,505
	F	7,589	3,061	10,650	4,744	955	1,504	672	-	7,875	963	349	x	248	20,085
		Govt	Aided	Total	Govt	Aided	Indep	Spec	Spec'd	Total	Govt	Aided	Indep	Total	
2008	MF	9,434	3,589	13,023	8,586	2,404	1,009	105	39	12,143	1,658	564	506	2,728	27,894
	F	7,694	3,011	10,705	5,628	1,641	673	58	15	8,015	962	330	272	1,564	20,284
2009	MF	10,066	3,798	13,864	9,378	2,561	1,080	140	55	13,214	1,707	570	520	2,797	29,875
	F	8,200	3,205	11,405	6,200	1,735	712	80	22	8,749	1,002	331	286	1,619	21,773
2010	MF	9,892	3,801	13,693	9,496	2,515	1,078	185	58	13,332	1,714	600	523	2,837	29,862
	F	8,012	3,219	11,231	6,219	1,722	699	109	23	8,772	995	348	284	1,627	21,630
2011	MF	9,936	3,967	13,903	9,859	2,716	1,064	259	145	14,043	1,730	616	523	2,869	30,815
	F	8,011	3,341	11,352	6,429	1,836	701	153	54	9,173	1,005	355	288	1,648	22,173
2012	MF	10,219	4,090	14,309	10,181	2,821	1,100	309	163	14,574	1,756	618	534	2,908	31,791
	F	8,243	3,446	11,689	6,631	1,896	727	180	62	9,496	1,033	359	300	1,692	22,877
2013	MF	10,553	4,235	14,788	10,416	2,924	1,086	358	209	14,993	1,813	638	547	2,998	32,779
	F	8,496	3,550	12,046	6,778	1,953	716	201	83	9,731	1,074	368	290	1,732	23,509
2014	MF	10,541	4,142	14,683	10,538	2,996	1,079	349	246	15,208	1,840	633	534	3,007	32,898
	F	8,472	3,478	11,950	6,814	2,007	706	194	101	9,822	1,085	370	284	1,739	23,511
2015	MF	10,740	4,174	14,914	10,541	2,967	1,064	353	282	15,207	1,814	613	557	2,984	33,105
	F	8,617	3,497	12,114	6,775	1,989	685	203	121	9,773	1,053	353	294	1,700	23,587

Note: 1) Data is correct as at 31 December in each year. (Prior to 1996, data is correct as at June in each year.)
2) "x" - figures for JC section are included under Secondary.
3) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-Aided schools.

INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 23)



23 INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ¹							NIE ²	Polytechnics ³					LASALLE ³	NAFA ³	ITE ⁴
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	UniSIM		Spore	Ngee Ann	Temasek	Nanyang	Republic	Total		
1960	MF	532	651	-	-	-	-	-	890	874	-	-	-	-	874	-	-
	F	189	137	-	-	-	-	-	433	51	-	-	-	-	51	-	-
1970	MF	1,390	685	-	-	-	-	-	1,293	1,617	302	-	-	-	1,919	-	3,348
	F	530	366	-	-	-	-	-	986	109	74	-	-	-	183	-	246
1980	MF	3,002	-	-	-	-	-	-	875	3,479	1,112	-	-	-	4,591	-	3,145
	F	1,524	-	-	-	-	-	-	748	736	379	-	-	-	1,115	-	230
1990	MF	5,053	-	1,875	-	-	-	-	1,185	4,336	4,453	735	-	-	9,524	-	9,221
	F	2,430	-	1,046	-	-	-	-	895	1,553	1,902	552	-	-	4,007	-	3,352
2000	MF	6,421	-	4,506	305	-	-	-	2,186	4,446	4,673	4,519	3,881	-	17,519	-	9,772
	F	3,437	-	2,113	212	-	-	-	1,564	1,843	2,236	2,244	1,985	-	8,308	-	3,248
2006	MF	6,631	-	5,746	1,356	-	-	-	1,884	4,746	4,949	5,009	4,952	2,620	22,276	1008	13,645
	F	3,618	-	2,735	610	-	-	-	1,292	1,719	2,336	2,448	2,511	1,380	10,394	603	5,035
2007	MF	6,554	-	6,196	1,603	-	-	-	1,852	5,006	4,817	4,833	4,965	3,741	23,362	790	13,967
	F	3,710	-	3,201	896	-	-	-	1,292	1,804	2,355	2,399	2,683	1,947	11,188	495	5,064
2008	MF	6,432	-	6,033	1,670	-	-	-	1,702	5,193	5,278	5,023	5,279	4,065	24,838	728	14,205
	F	3,389	-	3,039	952	-	-	-	1,158	2,069	2,578	2,489	2,700	2,117	11,953	460	5,318
2009	MF	6,775	-	6,719	1,770	-	-	-	2,003	5,289	5,300	5,080	5,338	4,617	25,624	727	13,705
	F	3,426	-	3,379	889	-	-	-	1,390	2,152	2,572	2,545	2,782	2,447	12,498	455	5,314
2010	MF	6,568	-	6,132	1,686	523	-	-	1,939	5,429	5,387	5,067	5,482	4,342	25,707	795	13,886
	F	3,405	-	2,951	823	275	-	-	1,327	2,260	2,573	2,604	2,933	2,292	12,662	530	5,248
2011	MF	6,724	-	6,177	1,729	936	-	-	1,827	5,348	5,466	5,377	5,538	5,008	26,737	580	14,098
	F	3,566	-	3,026	869	472	-	-	1,258	2,115	2,643	2,666	2,797	2,580	12,801	341	5,484
2012	MF	6,733	-	5,905	1,930	1,304	-	-	1,782	5,407	5,561	5,370	5,116	5,300	26,754	495	13,906
	F	3,545	-	3,028	1,121	597	327	-	1,198	2,094	2,682	2,652	2,615	2,834	12,877	312	5,144
2013	MF	6,892	-	6,660	1,924	1,510	265	-	1,424	5,364	5,487	5,370	5,604	5,054	26,879	456	14,432
	F	3,685	-	3,537	983	627	103	-	946	2,071	2,620	2,630	2,915	2,706	12,942	289	5,459
2014	MF	7,108	-	6,480	1,912	1,836	317	217	1,623	5,312	5,145	5,270	5,349	4,701	25,777	427	14,641
	F	3,857	-	3,153	908	813	125	145	1,097	2,092	2,512	2,654	2,756	2,523	12,537	285	5,574
2015	MF	6,935	-	6,525	1,944	2,076	362	284	1,231	4,814	4,872	4,800	4,959	4,806	24,251	424	14,173
	F	3,720	-	3,140	1,062	907	167	196	831	1,928	2,383	2,389	2,582	2,493	11,775	263	5,204

Note: 1) University figures are for first degree only.

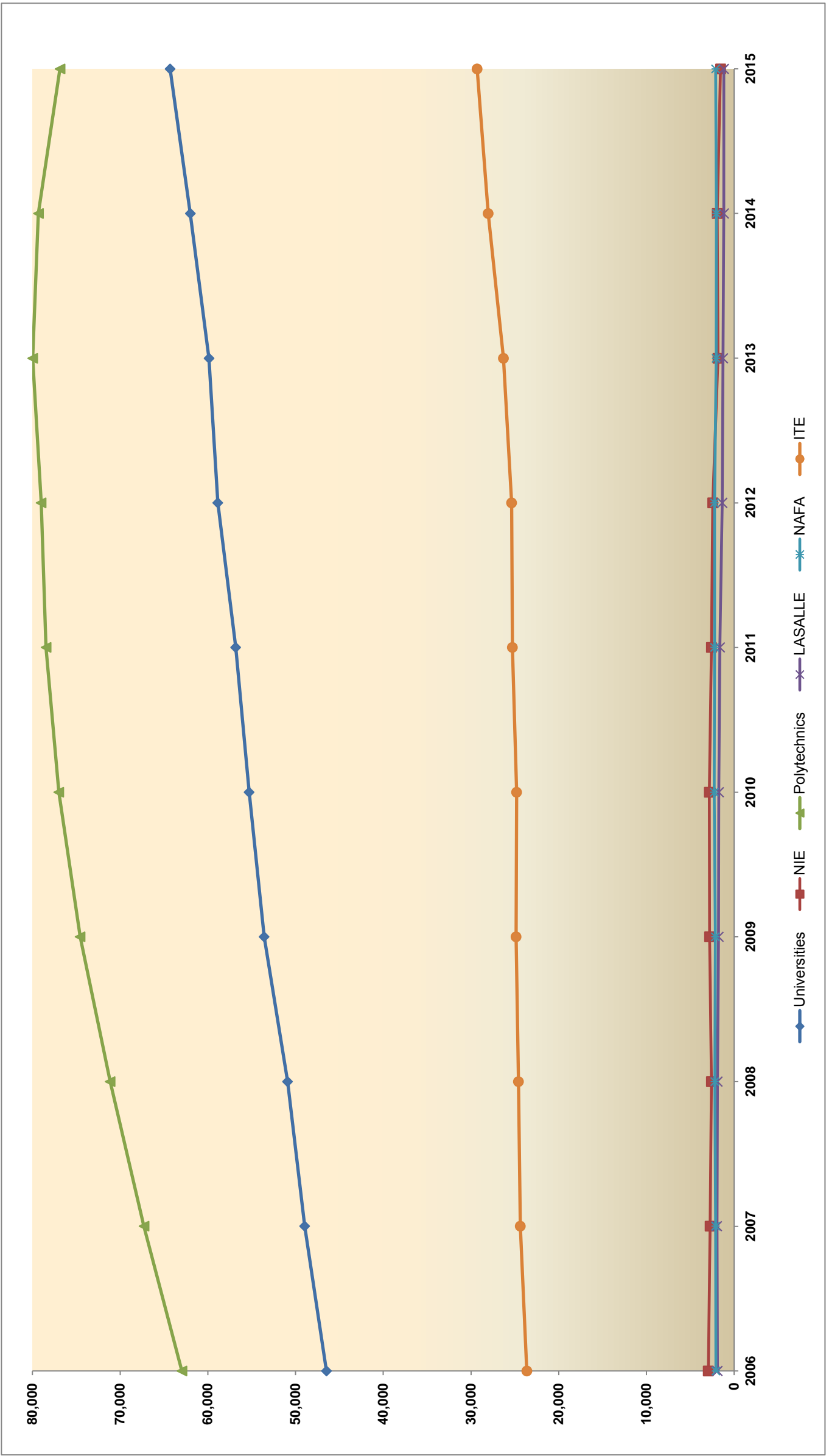
2) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

3) Polytechnic, LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) figures are for full-time diploma courses only.

4) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

5) Intake figures include students who entered directly into the second and subsequent years.

ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 24)



24 ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ¹							NIE ²	Polytechnics ³					LASALLE ³	NAFA ³	ITE ⁴	
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	UniSIM		Total	S'pore	Ngee Ann	Temasek	Nanyang				Republic
1960	MF	1,641	1,861	-	-	-	-	-	3,502	2,327	2,332	-	-	-	2,332	-	-	-
	F	426	378	-	-	-	-	-	804	1,202	55	-	-	-	55	-	-	-
1970	MF	4,751	2,310	-	-	-	-	-	7,061	2,001	2,185	609	-	-	2,794	-	-	4,727
	F	1,531	918	-	-	-	-	-	2,449	1,390	155	163	-	-	318	-	-	326
1980	MF	8,634	-	-	-	-	-	-	8,634	2,328	5,004	2,831	-	-	7,835	-	-	12,543
	F	3,926	-	-	-	-	-	-	3,926	1,977	1,036	782	-	-	1,818	-	-	2,414
1990	MF	15,193	-	6,812	-	-	-	-	22,005	1,577	11,348	11,995	735	-	24,078	-	-	15,919
	F	8,107	-	2,689	-	-	-	-	10,796	1,212	3,878	4,817	552	-	9,247	-	-	5,304
2000	MF	21,233	-	14,583	305	-	-	-	36,121	3,072	13,459	14,378	12,733	11,463	52,033	-	-	15,974
	F	11,341	-	6,223	212	-	-	-	17,776	2,247	5,408	6,419	6,446	5,989	24,262	-	-	4,343
2006	MF	22,836	-	19,114	4,529	-	-	-	46,479	2,938	13,656	14,258	14,568	15,001	62,962	1,904	2,083	23,636
	F	11,766	-	8,797	2,429	-	-	-	22,992	1,998	5,084	6,719	7,236	7,913	29,742	1,139	1,352	8,052
2007	MF	23,578	-	20,206	5,178	-	-	-	48,962	2,725	14,399	14,687	15,243	14,874	67,290	1,948	2,114	24,370
	F	12,396	-	9,769	2,758	-	-	-	24,923	1,878	5,249	7,007	7,541	7,732	31,734	1,228	1,396	8,235
2008	MF	24,086	-	21,097	5,721	-	-	-	50,904	2,581	14,986	15,123	15,615	15,225	71,137	1,887	2,190	24,593
	F	12,663	-	10,409	2,993	-	-	-	26,065	1,758	5,605	7,214	7,587	7,866	33,529	1,202	1,475	8,479
2009	MF	24,798	-	22,450	6,331	-	-	-	53,579	2,804	15,523	15,417	15,791	15,656	74,566	1,771	2,144	24,846
	F	12,944	-	11,105	3,295	-	-	-	27,344	1,896	6,034	7,436	7,676	8,150	35,600	1,143	1,460	8,844
2010	MF	25,189	-	22,862	6,721	523	-	-	55,295	2,816	15,928	15,942	15,933	16,183	76,989	1,754	2,269	24,789
	F	13,067	-	11,389	3,525	275	-	-	28,256	1,886	6,453	7,655	7,804	8,387	37,028	1,137	1,532	8,856
2011	MF	25,513	-	23,040	6,853	1,416	-	-	56,822	2,579	15,949	16,139	16,020	16,408	78,443	1,623	2,217	25,279
	F	13,066	-	11,354	3,523	732	-	-	28,675	1,759	6,432	7,703	7,894	8,440	37,678	1,011	1,510	9,158
2012	MF	25,979	-	22,862	7,108	2,587	327	-	58,863	2,445	15,972	16,430	16,005	16,076	79,003	1,353	2,225	25,370
	F	13,295	-	11,386	3,684	1,246	149	-	29,760	1,624	6,327	7,788	7,855	8,197	37,750	854	1,531	9,085
2013	MF	26,156	-	22,777	7,297	3,051	583	-	59,864	1,838	15,878	16,581	16,250	16,266	79,970	1,253	2,037	26,288
	F	13,532	-	11,517	3,789	1,317	249	-	30,404	1,216	6,167	7,866	7,934	8,242	38,119	769	1,419	9,428
2014	MF	26,797	-	23,021	7,515	3,557	886	217	61,993	1,913	15,905	16,227	16,138	16,092	79,314	1,190	2,022	28,036
	F	14,042	-	11,623	3,883	1,482	363	145	31,538	1,313	6,175	7,758	7,900	8,189	37,936	773	1,440	10,249
2015	MF	27,288	-	23,512	7,740	4,039	1235	489	64,303	1,549	15,297	15,611	15,425	15,842	76,865	1,173	2,106	29,295
	F	14,423	-	11,860	4,062	1,693	522	330	32,890	1,015	6,022	7,465	7,585	8,177	36,985	765	1,483	11,267

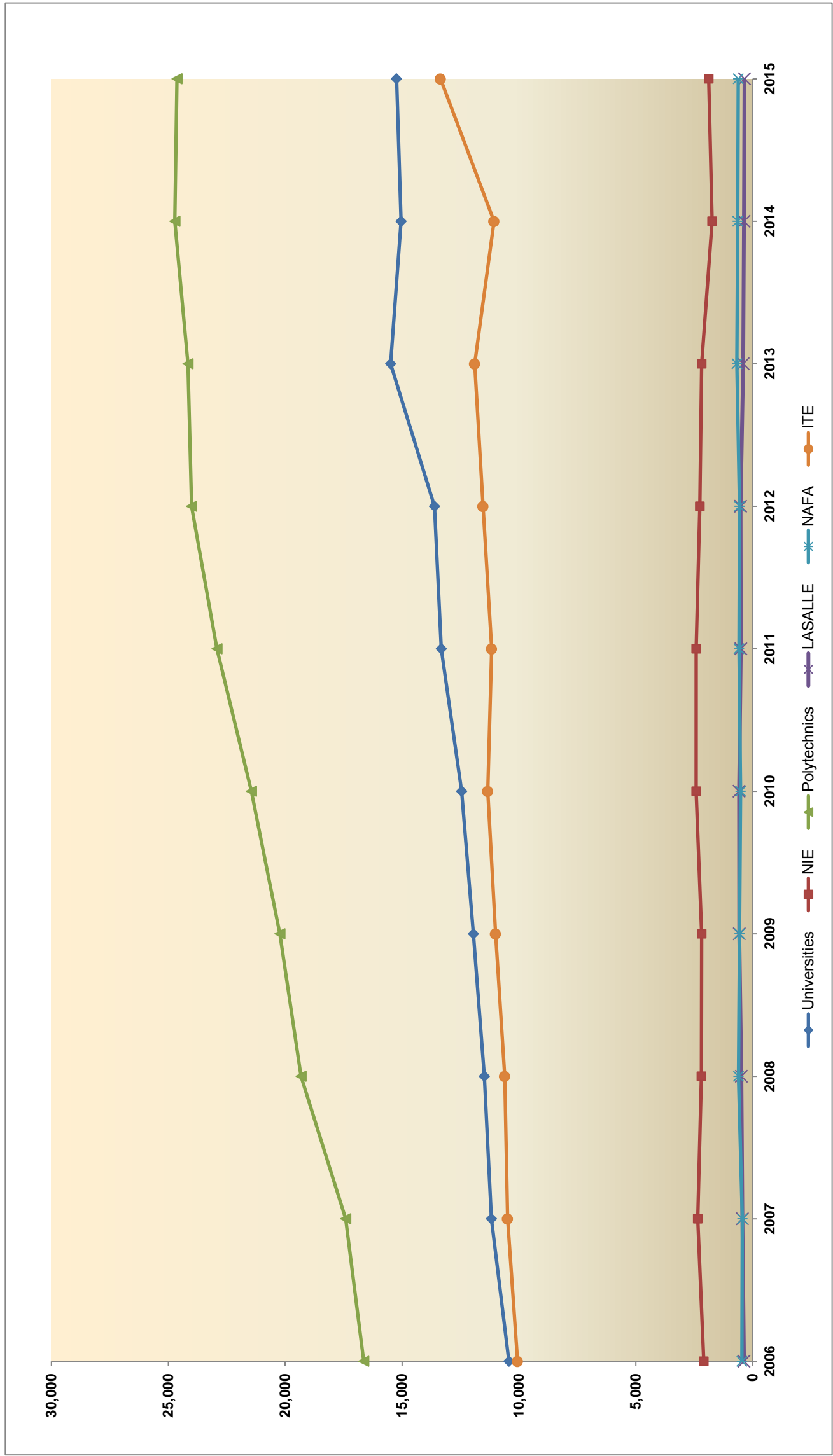
Note: 1) University figures are for 1st degree only.

2) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

3) Polytechnic, LASALLE College of the Arts and Nanyang Academy of Fine Arts figures are for full-time diploma courses only.

4) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 25)

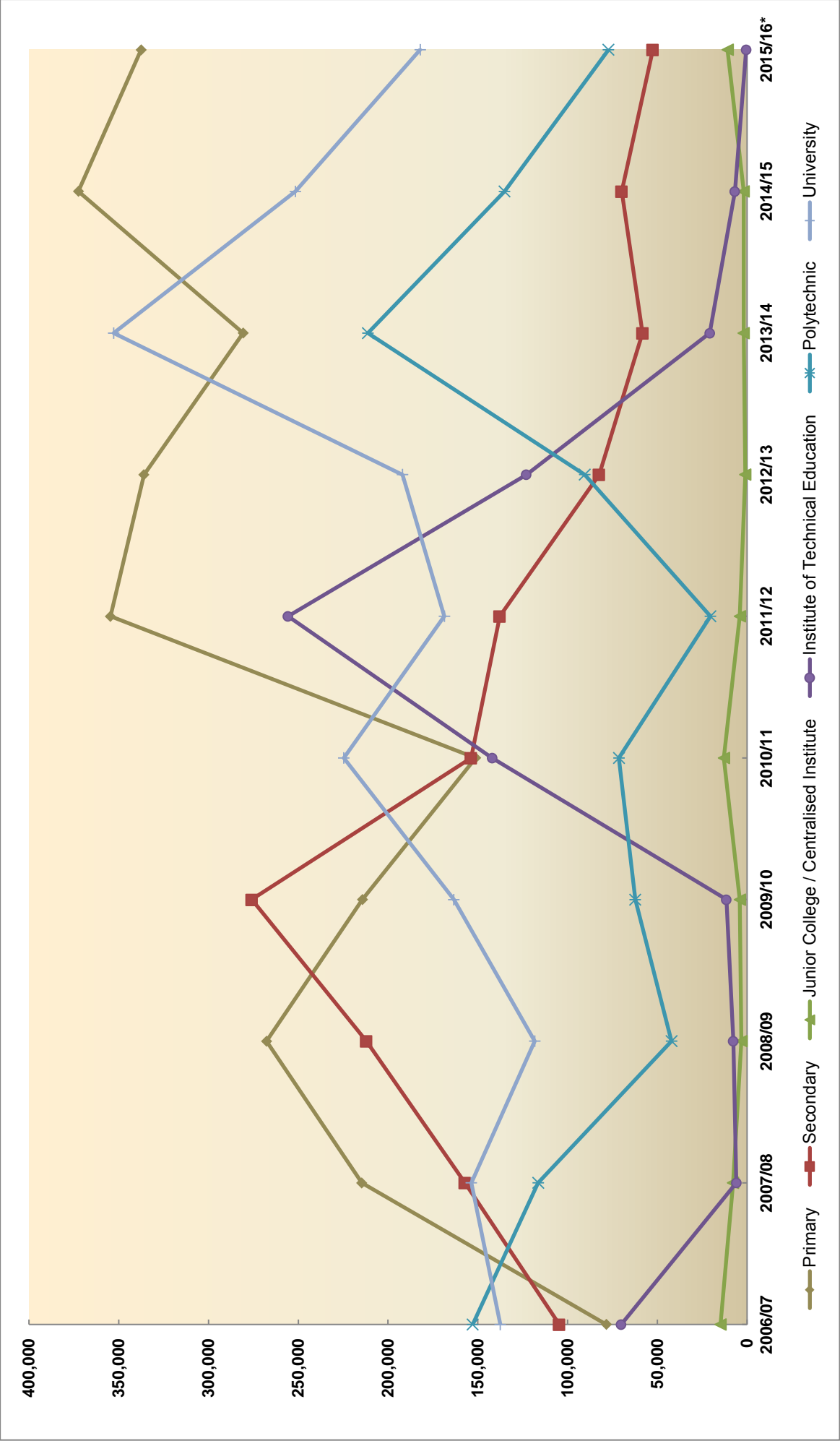


25 GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ¹							NIE ²	Polytechnics ³						LASALLE ³	NAFA ³	ITE ⁴
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	UniSIM		Total	S'pore	Ngee Ann	Temasek	Nanyang	Republic			
1960	MF	593	437	-	-	-	-	-	1,030	734	-	-	-	-	-	-	-	-
	F	196	95	-	-	-	-	-	291	358	-	-	-	-	-	-	-	-
1970	MF	1,220	556	-	-	-	-	-	1,776	1,202	436	-	-	-	-	436	-	1,426
	F	378	168	-	-	-	-	-	546	820	7	-	-	-	-	7	-	134
1980	MF	2,187	687	-	-	-	-	-	2,874	616	1,969	584	-	-	-	2,553	-	7,862
	F	1,070	250	-	-	-	-	-	1,320	504	378	136	-	-	-	514	-	1,145
1990	MF	4,001	-	1,333	-	-	-	-	5,334	929	3,112	3,087	-	-	-	6,199	-	7,469
	F	2,307	-	510	-	-	-	-	2,817	694	1,011	1,233	-	-	-	2,244	-	2,889
2000	MF	5,631	-	3,613	-	-	-	-	9,244	2,445	3,974	4,187	3,336	2,562	-	14,059	-	7,650
	F	3,270	-	1,583	-	-	-	-	4,853	1,681	1,619	1,844	1,776	1,471	-	6,710	-	2,429
2006	MF	5,621	-	4,241	565	-	-	-	10,427	2,096	4,103	4,084	3,718	4,114	619	16,638	370	10,056
	F	3,055	-	1,974	399	-	-	-	5,428	1,416	1,574	1,990	1,860	2,385	291	8,100	227	3,724
2007	MF	5,500	-	4,845	826	-	-	-	11,171	2,348	3,953	4,013	3,928	4,591	928	17,413	438	10,479
	F	2,943	-	2,127	500	-	-	-	5,570	1,590	1,532	1,911	2,003	2,645	435	8,526	268	4,019
2008	MF	5,601	-	4,808	1,063	-	-	-	11,472	2,188	4,250	4,504	4,565	4,447	1,551	19,317	481	10,600
	F	2,982	-	2,286	686	-	-	-	5,954	1,486	1,644	2,247	2,399	2,391	815	9,496	296	4,059
2009	MF	5,779	-	5,058	1,110	-	-	-	11,947	2,179	4,334	4,581	4,815	4,388	2,106	20,224	566	10,999
	F	3,012	-	2,570	562	-	-	-	6,144	1,492	1,610	2,186	2,396	2,279	1,119	9,590	351	4,311
2010	MF	5,833	-	5,412	1,206	-	-	-	12,451	2,416	4,627	4,534	4,848	4,483	2,953	21,445	578	11,334
	F	3,124	-	2,544	546	-	-	-	6,214	1,622	1,700	2,237	2,429	2,502	1,594	10,462	371	4,488
2011	MF	6,088	-	5,733	1,504	-	-	-	13,325	2,415	4,921	4,857	5,020	4,829	3,291	22,918	499	11,165
	F	3,403	-	2,951	831	-	-	-	7,185	1,626	1,982	2,437	2,429	2,536	1,722	11,106	333	4,326
2012	MF	5,969	-	5,807	1,603	233	-	-	13,612	2,255	5,016	4,955	5,133	4,965	3,930	23,999	511	11,530
	F	3,149	-	2,909	919	134	-	-	7,111	1,538	2,060	2,432	2,545	2,644	2,083	11,764	316	4,425
2013	MF	6,395	-	6,476	1,659	958	-	-	15,488	2,178	5,082	4,983	4,886	5,146	4,060	24,157	406	11,888
	F	3,281	-	3,310	834	559	-	-	7,984	1,447	2,141	2,420	2,447	2,729	2,123	11,860	282	4,580
2014	MF	6,210	-	5,993	1,602	1,236	-	-	15,041	1,732	5,026	5,166	5,116	4,983	4,430	24,721	371	11,062
	F	3,224	-	2,951	772	583	-	-	7,530	1,125	1,995	2,513	2,559	2,603	2,342	12,012	222	3,883
2015	MF	6,179	-	5,756	1,639	1,364	298	-	15,236	1,880	5,057	5,182	5,119	4,642	4,631	24,631	346	13,351
	F	3,192	-	2,777	840	602	136	-	7,547	1,328	1,988	2,568	2,529	2,400	2,496	11,981	218	5,140

Note: 1) University figures are for first degree only.
2) National Institute of Education figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.
3) Polytechnic, LASALLE College of the Arts and Nanyang Academy of Fine Arts figures are for full-time diploma courses only.
4) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices. Figures for 2001 and earlier include ITE students who completed their programmes without receiving certificates.

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 26)

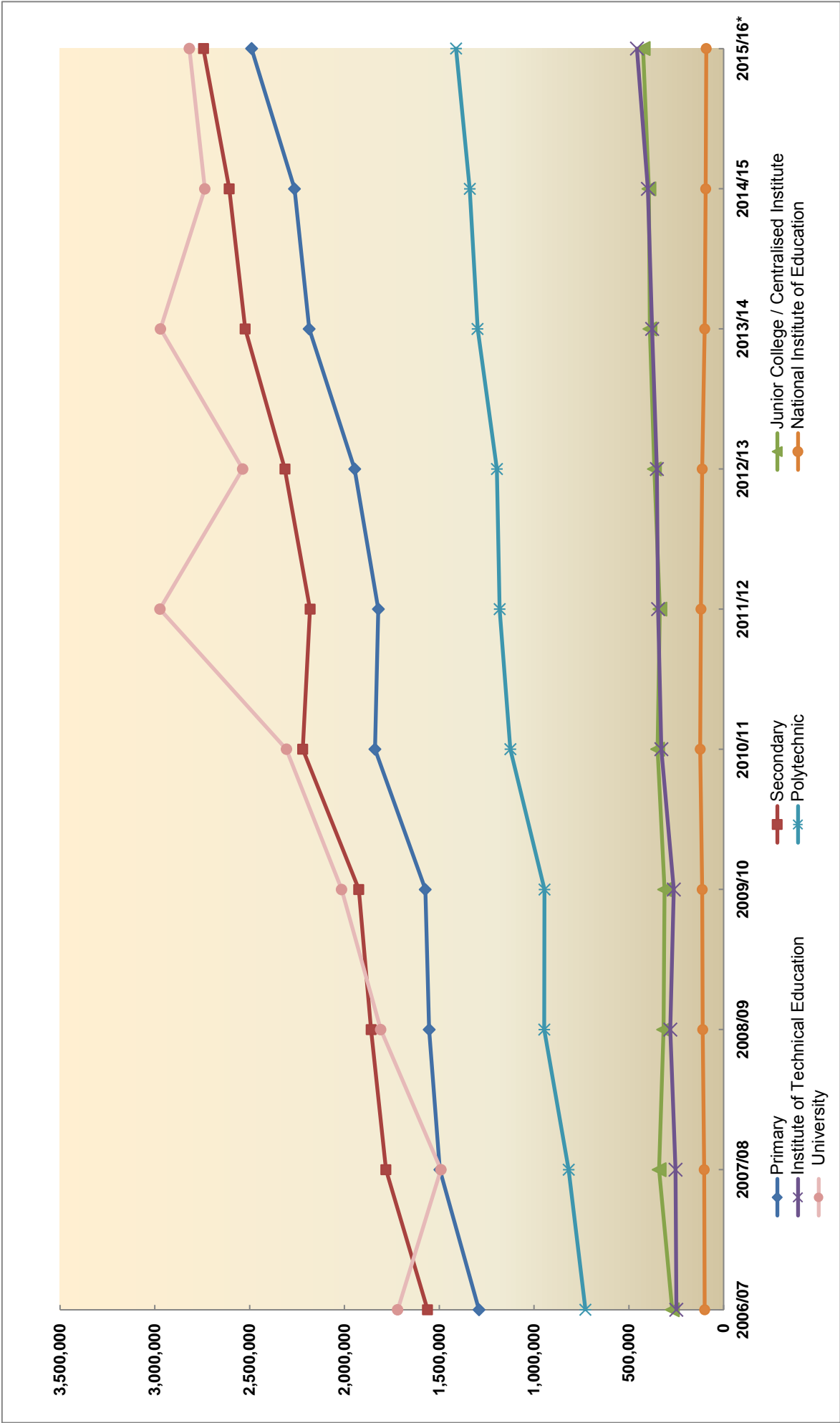


26 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others	Total
2001/02	173,612	444,755	232,211	66,530	60,049	129,383	11,286	331,992	2,158	21,015	1,472,991
2002/03	182,329	368,489	272,914	89,749	120,861	308,888	7,699	384,117	2,414	36,100	1,773,560
2003/04	43,497	195,005	284,099	41,513	130,530	146,433	200	302,293	6,270	67,803	1,217,643
2004/05	42,304	125,777	233,314	64,569	103,168	183,424	2,890	453,944	6,367	23,640	1,239,397
2005/06	44,835	72,258	131,273	46,232	37,596	262,858	0	247,374	1,240	23,312	866,978
2006/07	42,425	78,447	104,640	14,811	70,167	152,823	0	137,496	2,035	4,725	607,569
2007/08	58,358	214,637	157,152	7,793	5,960	116,371	0	153,564	20,495	7,713	742,043
2008/09	69,595	267,672	212,062	3,161	7,666	42,076	958	118,307	29,204	2,472	753,173
2009/10	74,776	214,235	275,916	4,020	11,510	62,297	9,417	163,371	27,721	3,884	847,147
2010/11	104,467	151,204	153,719	12,910	142,006	71,379	1,298	224,661	14,048	1,044	876,736
2011/12	82,970	354,602	137,802	4,081	255,687	20,417	0	168,610	17,899	389	1,042,457
2012/13	31,521	335,973	82,431	1,003	122,940	90,434	0	191,961	3,336	0	859,599
2013/14	45,810	280,695	58,199	1,883	20,780	211,214	0	352,817	1,609	438	973,445
2014/15	46,671	372,492	69,847	1,921	6,774	135,099	0	251,570	76	1,563	886,013
2015/16*	39,060	337,502	52,488	10,892	535	77,249	0	182,115	159	0	700,000

* Preliminary figures

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 27)

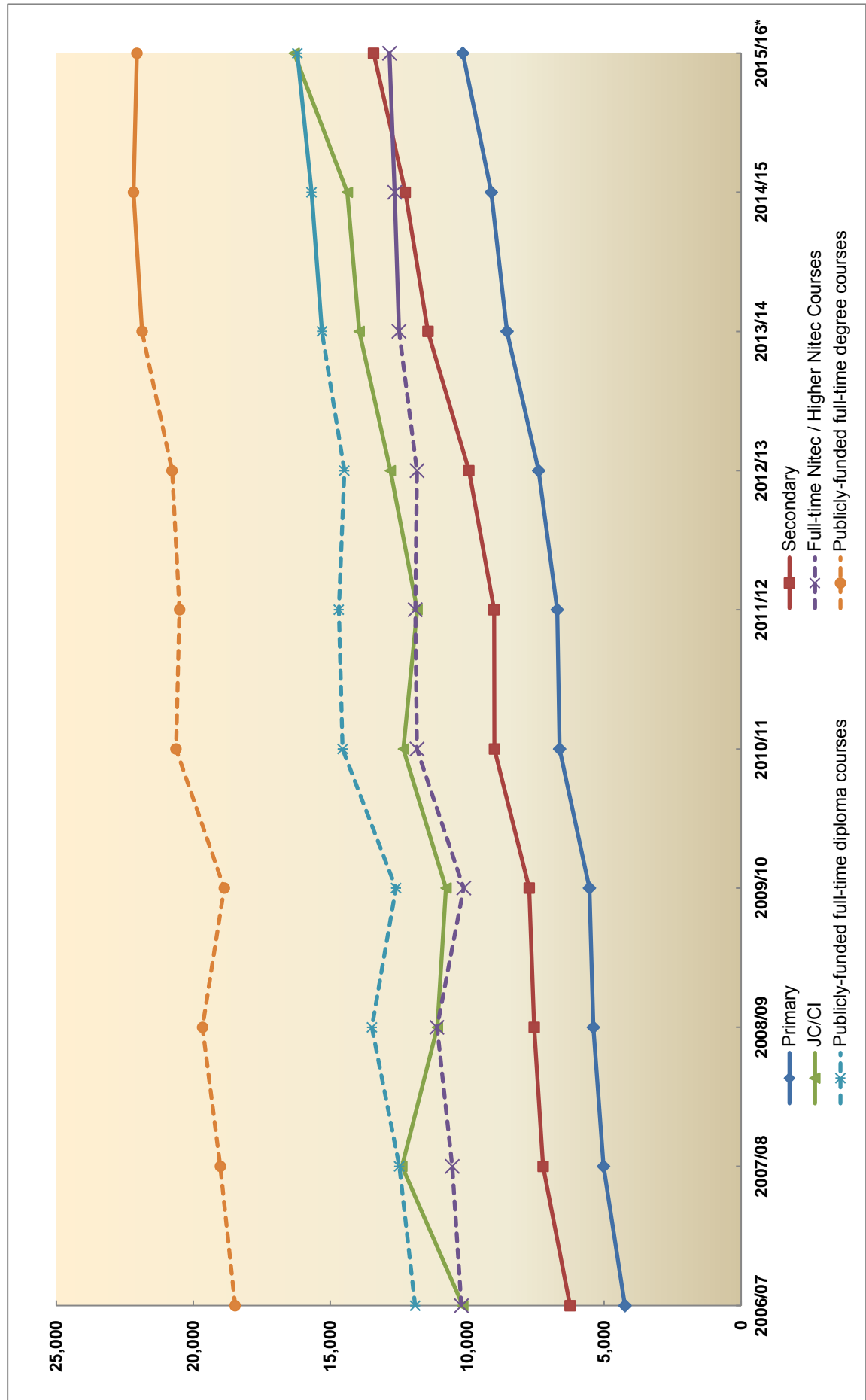


27 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others	Total
2001/02	435,146	1,044,461	1,059,846	202,456	162,648	592,733	87,000	1,114,554	28,025	39,715	4,766,584
2002/03	441,017	1,095,536	1,171,377	226,187	169,499	578,551	94,791	973,779	36,358	37,300	4,824,395
2003/04	428,997	1,066,364	1,205,693	223,490	171,067	714,264	80,766	1,034,804	33,450	37,896	4,996,791
2004/05	405,524	1,071,327	1,276,481	226,569	191,135	594,446	73,256	1,029,869	38,884	67,233	4,974,724
2005/06	433,675	1,125,876	1,328,287	238,115	203,973	622,933	84,722	1,058,239	50,124	69,355	5,215,299
2006/07	298,582	1,290,409	1,561,500	271,046	249,154	728,741	100,147	1,719,156	53,196	79,786	6,351,717
2007/08	347,946	1,496,718	1,780,889	340,681	253,506	816,913	102,243	1,491,382	68,874	86,473	6,785,625
2008/09	439,480	1,553,535	1,859,599	316,184	281,262	946,113	110,378	1,808,987	73,594	87,389	7,476,521
2009/10	503,277	1,573,321	1,924,142	311,770	262,509	944,810	112,474	2,014,807	95,937	94,862	7,837,909
2010/11	517,043	1,839,190	2,220,430	348,039	328,067	1,124,873	123,625	2,305,921	84,943	106,578	8,998,709
2011/12	532,136	1,820,988	2,181,167	336,063	346,106	1,180,981	119,266	2,973,812	96,127	111,147	9,697,793
2012/13	591,814	1,946,159	2,314,237	365,825	351,658	1,196,035	113,312	2,536,971	106,219	115,082	9,637,312
2013/14	587,903	2,185,580	2,523,528	389,037	376,896	1,297,647	99,668	2,969,921	125,117	109,571	10,664,868
2014/15	623,461	2,263,510	2,607,555	394,321	399,949	1,339,298	94,941	2,736,642	135,510	117,258	10,712,445
2015/16*	653,618	2,489,907	2,743,889	424,775	457,351	1,411,274	91,393	2,818,275	154,164	155,354	11,400,000

* Preliminary figures

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD) (Refer to Table 28)



28 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary ¹	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	University ²
2001/02	3,363	5,304	7,879	7,829	9,668	15,262
2002/03	3,535	5,614	8,497	8,056	9,793	14,287
2003/04	3,508	5,437	8,791	8,367	10,197	17,477
2004/05	3,575	5,746	8,850	9,399	10,695	17,609
2005/06	3,820	5,793	9,445	9,249	10,843	17,793
2006/07	4,243	6,246	10,161	10,209	11,903	18,472
2007/08	5,026	7,230	12,386	10,543	12,482	19,011
2008/09	5,397	7,551	11,094	11,106	13,479	19,664
2009/10	5,537	7,736	10,772	10,129	12,598	18,868
2010/11	6,624	9,008	12,331	11,839	14,552	20,630
2011/12	6,712	9,022	11,830	11,898	14,687	20,505
	Primary	Secondary¹	Junior College / Centralised Institute	Full-time Nitec / Higher Nitec courses²	Publicly-funded full-time diploma courses³	Publicly-funded full-time degree courses⁴
2012/13	7,396	9,940	12,806	11,837	14,487	20,777
2013/14	8,549	11,434	13,942	12,491	15,304	21,870
2014/15	9,123	12,261	14,379	12,650	15,681	22,181
2015/16*	10,160	13,417	16,320	12,839	16,203	22,058

Note: 1) Figures exclude Independent Schools.

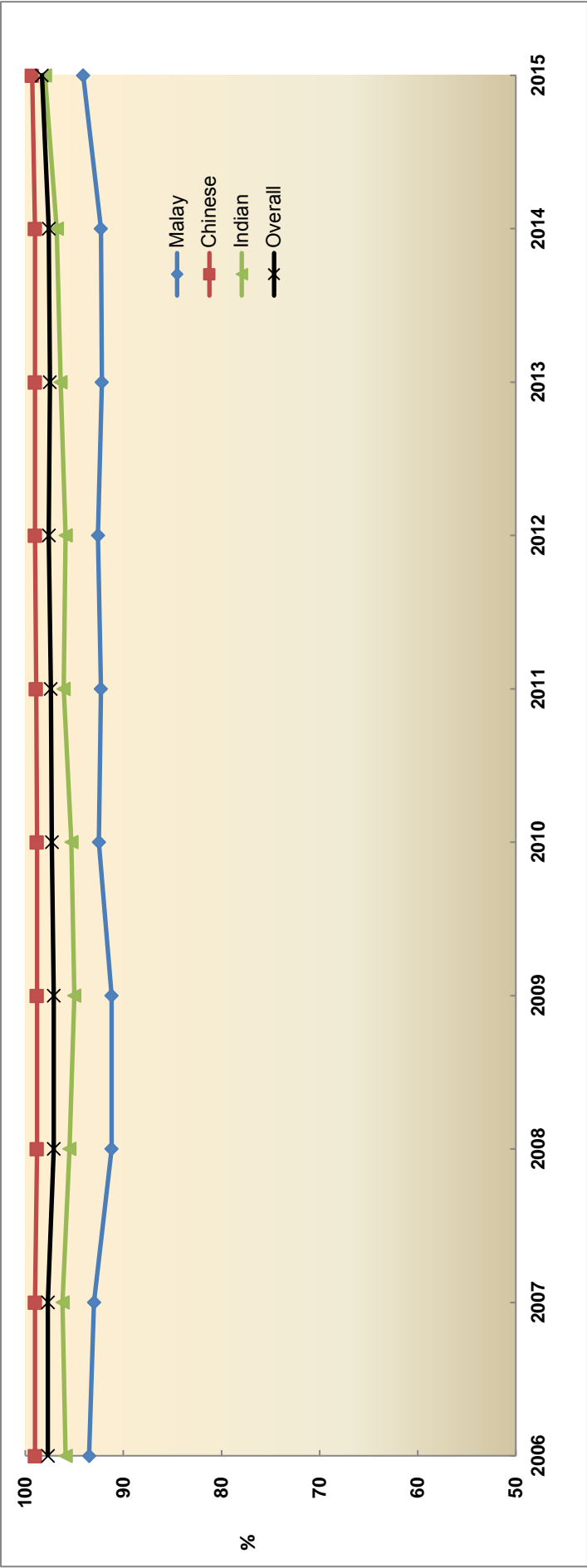
2) Refers to full-time *Nitec* / *Higher Nitec* courses offered by the Institute of Technical Education (ITE). Publicly-funded full-time diploma courses offered by ITE are included under "Polytechnics" from FY2012 onwards.

3) Refers to publicly-funded full-time diploma courses offered by Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic, Nanyang Polytechnic and Republic Polytechnic. Since FY2012, it includes publicly-funded full-time diploma courses offered by ITE, LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA).

4) Refers to publicly-funded full-time degree courses offered by National University of Singapore, Nanyang Technological University, Singapore Management University and Singapore Institute of Technology (wef FY2010). It includes publicly-funded full-time degree courses offered by Singapore University of Technology & Design, LASALLE and NAFA from FY2012 and SIM University from FY2014.

* Preliminary figures

29 PERCENTAGE OF PSLE STUDENTS ELIGIBLE FOR EXPRESS, NORMAL (ACADEMIC) AND NORMAL (TECHNICAL) COURSES

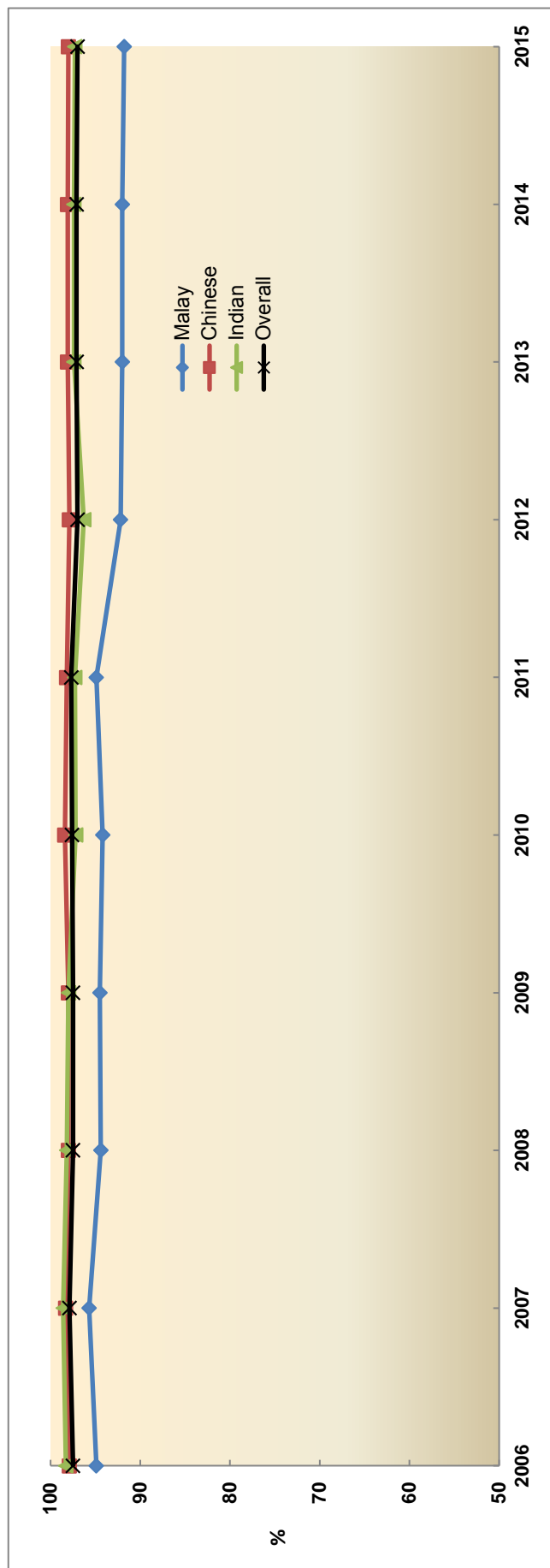


Race	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Malay	% 93.5	93.0	91.2	91.2	92.5	92.3	92.6	92.2	92.3	94.1
Chinese	% 99.0	99.0	98.8	98.8	98.8	98.9	99.0	99.0	99.0	99.3
Indian	% 95.9	96.2	95.5	95.0	95.3	96.1	95.9	96.4	96.8	98.0
Others	% 98.4	98.1	98.2	97.9	98.6	98.2	98.6	98.9	98.6	99.4
Overall	% 97.7	97.7	97.1	97.1	97.3	97.4	97.6	97.5	97.6	98.3

Note:

- 1) The first batch of students under Subject-based Banding, where students can choose to take subjects at either Standard or Foundation level to cater to their uneven strengths, sat for the PSLE in 2009.
- 2) Percentages are based on all students, regardless of whether they took their subjects at the Standard or Foundation levels.

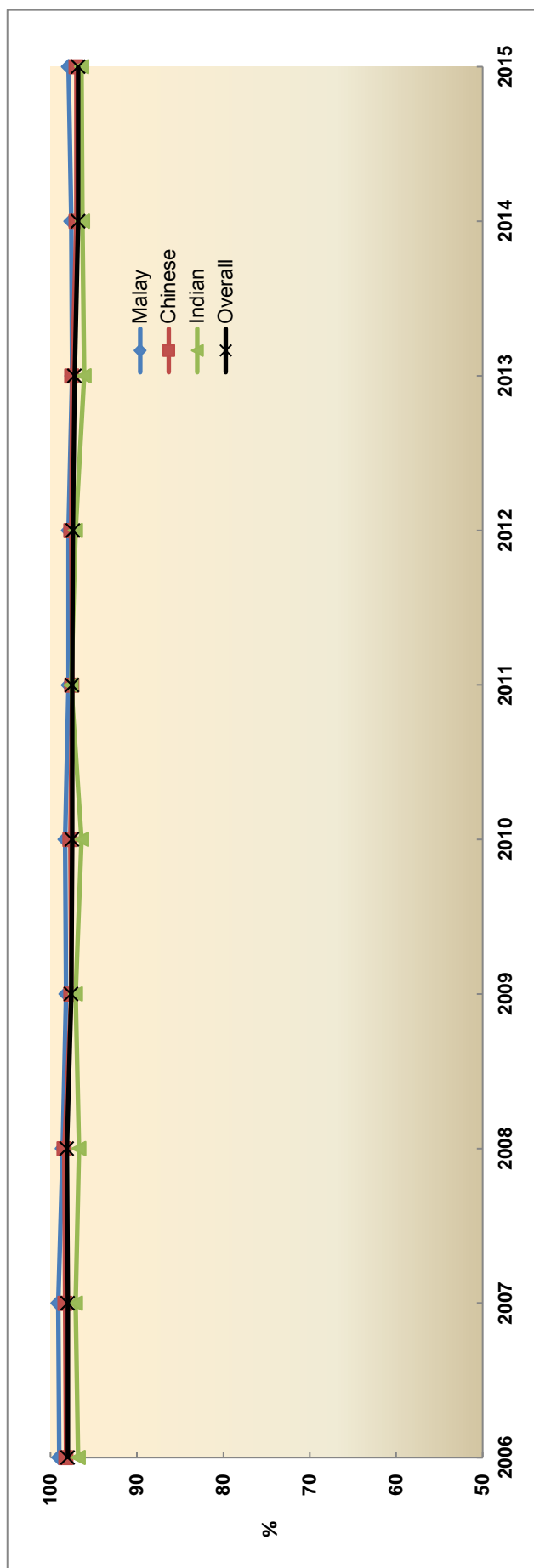
30 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD ENGLISH LANGUAGE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude EM3 students (before 2009) and students taking Foundation English Language (2009 onwards).

31 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD MOTHER TONGUE LANGUAGE



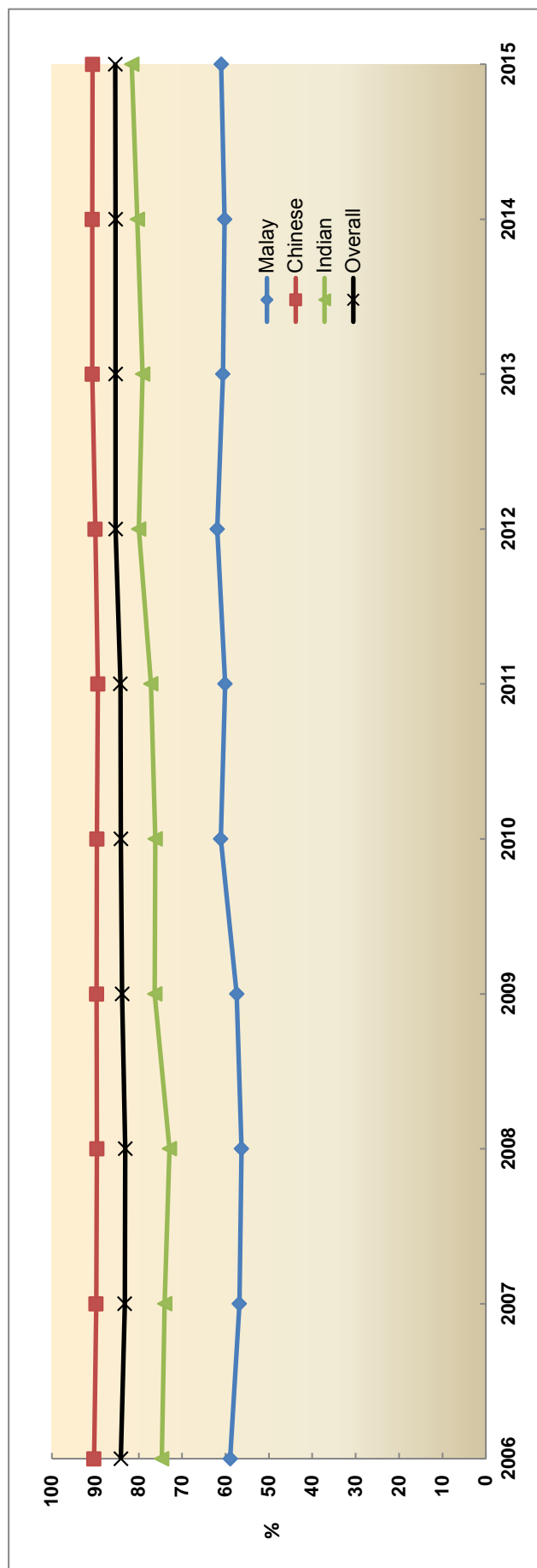
Race	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Malay %	99.0	99.1	98.6	98.2	98.3	97.9	97.9	97.5	97.6	97.9
Chinese %	98.2	98.3	98.4	97.6	97.7	97.5	97.6	97.5	97.0	97.0
Indian %	96.8	97.1	96.7	97.1	96.4	97.6	97.1	96.1	96.3	96.4
Others %	81.7	81.0	83.6	89.5	87.7	91.4	88.3	89.1	88.4	88.1
Overall %	98.0	98.0	98.1	97.6	97.5	97.5	97.4	97.2	96.8	96.8

Note:

1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude EM3 students (before 2009) and students taking Foundation Mother Tongue Language (2009 onwards).

32 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD MATHEMATICS



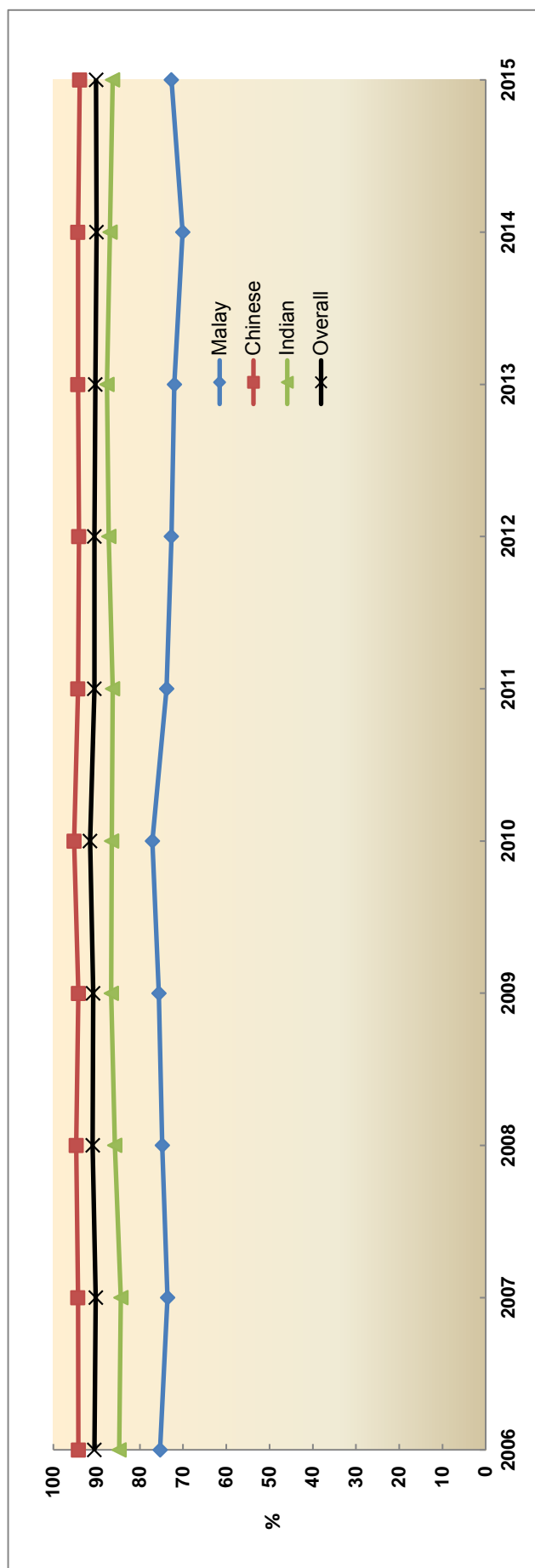
Race	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Malay	58.9	56.8	56.3	57.4	61.1	60.1	61.9	60.6	60.2	61.0
Chinese	90.3	89.8	89.6	89.7	89.6	89.4	90.0	90.7	90.7	90.6
Indian	74.7	74.0	72.9	76.3	76.2	77.2	80.0	79.1	80.3	81.6
Others	86.7	81.2	85.9	85.8	86.5	83.7	84.5	85.6	85.4	86.5
Overall	84.1	83.2	83.1	83.8	84.1	84.2	85.3	85.3	85.3	85.4

Note:

1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude EM3 students (before 2009) and students taking Foundation Mathematics (2009 onwards).

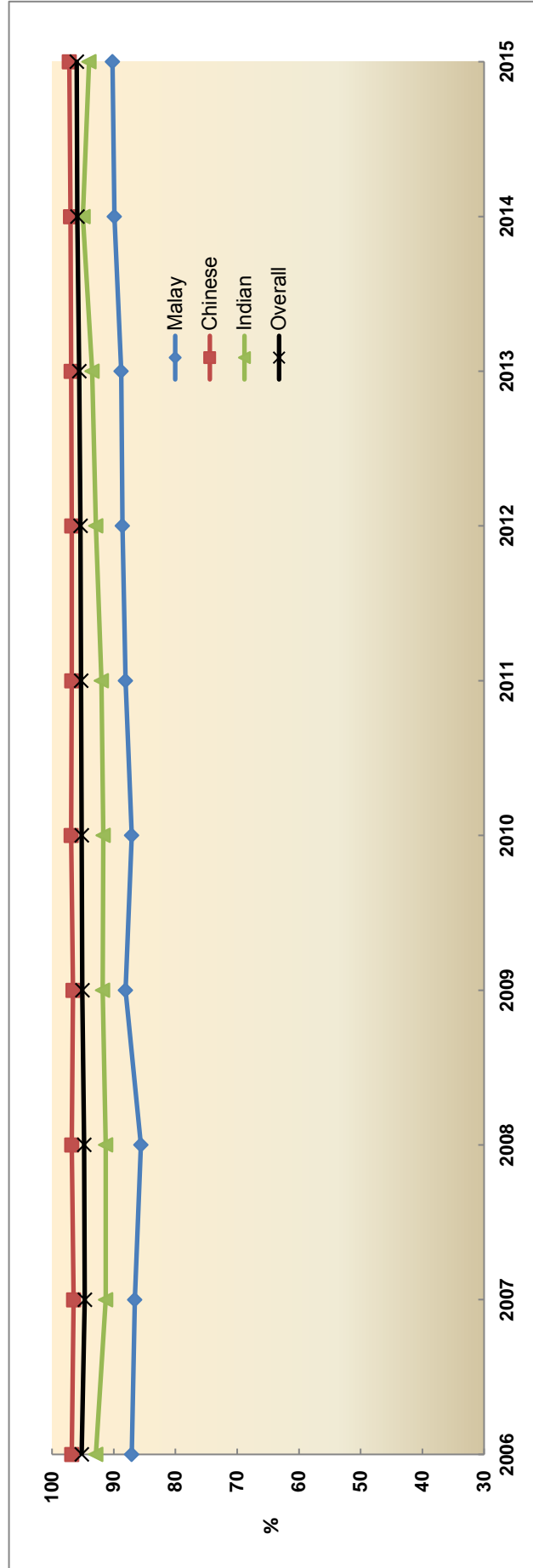
33 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD SCIENCE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude EM3 students (before 2009) and students taking Foundation Science (2010 onwards).

34 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 3 O-LEVEL PASSES

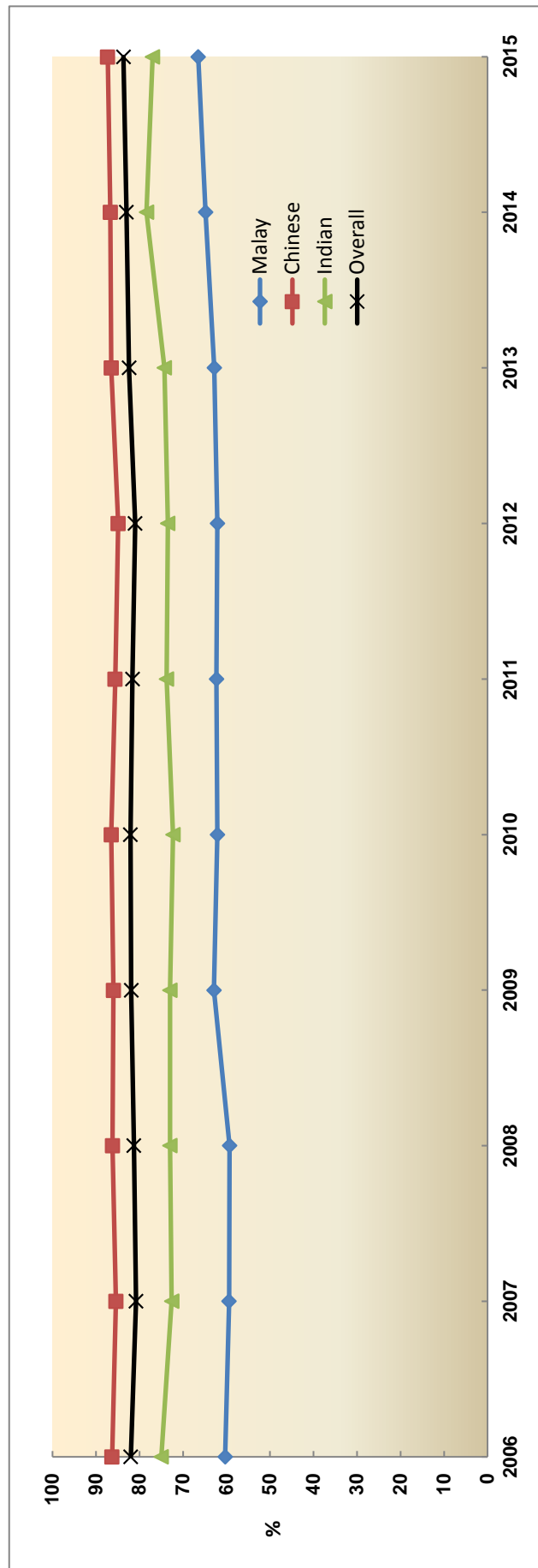


Race	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Malay %	87.1	86.6	85.6	88.1	87.1	88.1	88.6	88.8	89.9	90.2
Chinese %	96.8	96.5	96.8	96.6	96.9	96.8	96.8	96.9	97.0	97.2
Indian %	92.9	91.3	91.3	91.8	91.7	92.0	92.9	93.5	95.0	94.0
Others %	94.6	95.4	95.6	95.9	95.6	95.5	94.0	94.3	94.6	95.6
Overall %	95.2	94.7	94.8	95.1	95.2	95.3	95.4	95.6	95.9	96.0

Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

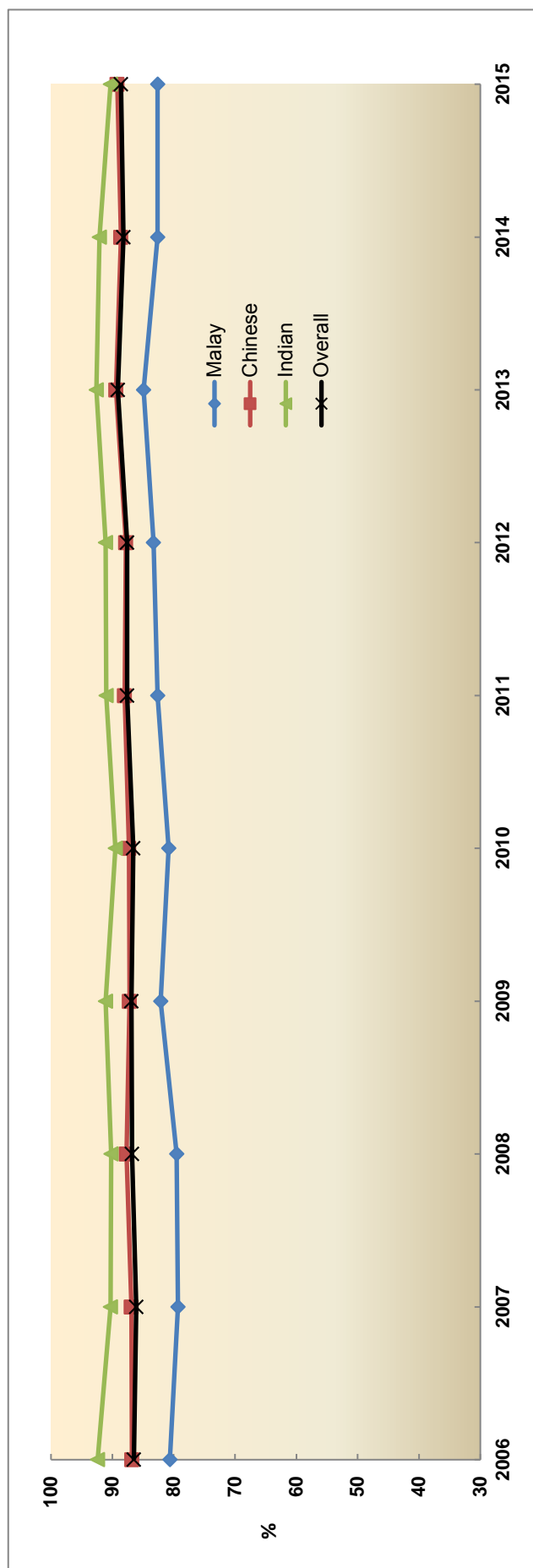
35 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 5 O-LEVEL PASSES



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

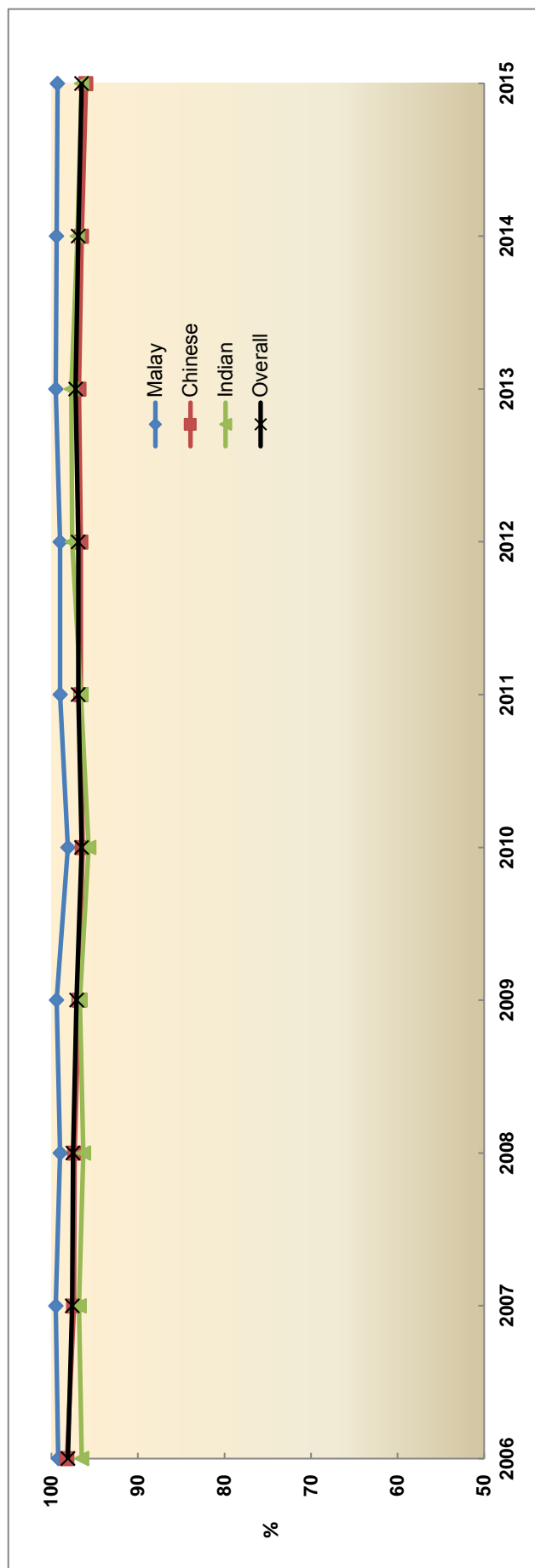
36 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

37 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE

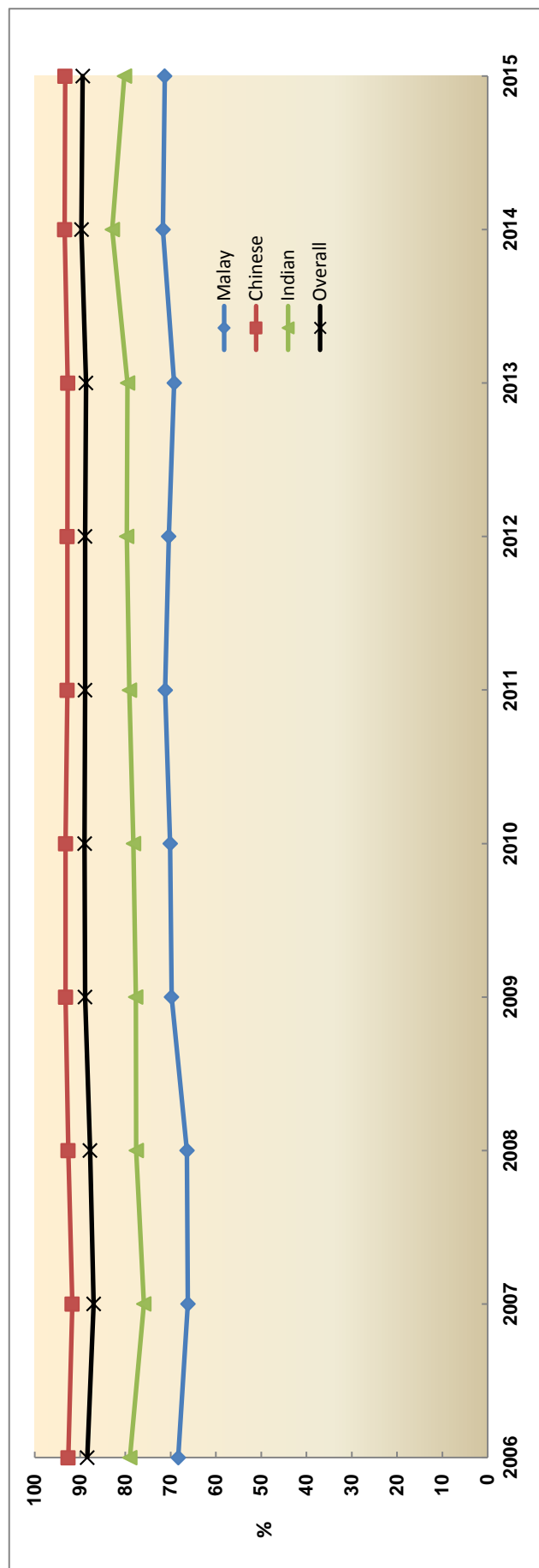


Race	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Malay %	99.2	99.5	99.0	99.4	98.1	99.0	99.0	99.5	99.4	99.3
Chinese %	98.2	97.4	97.3	96.8	96.4	96.6	96.6	96.8	96.5	96.0
Indian %	96.5	96.8	96.3	96.7	95.7	96.6	97.6	97.7	97.0	96.5
Others %	86.6	88.1	90.4	87.6	83.6	89.4	90.6	90.6	90.4	91.2
Overall %	98.1	97.6	97.5	97.1	96.5	96.9	96.9	97.2	96.9	96.5

Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

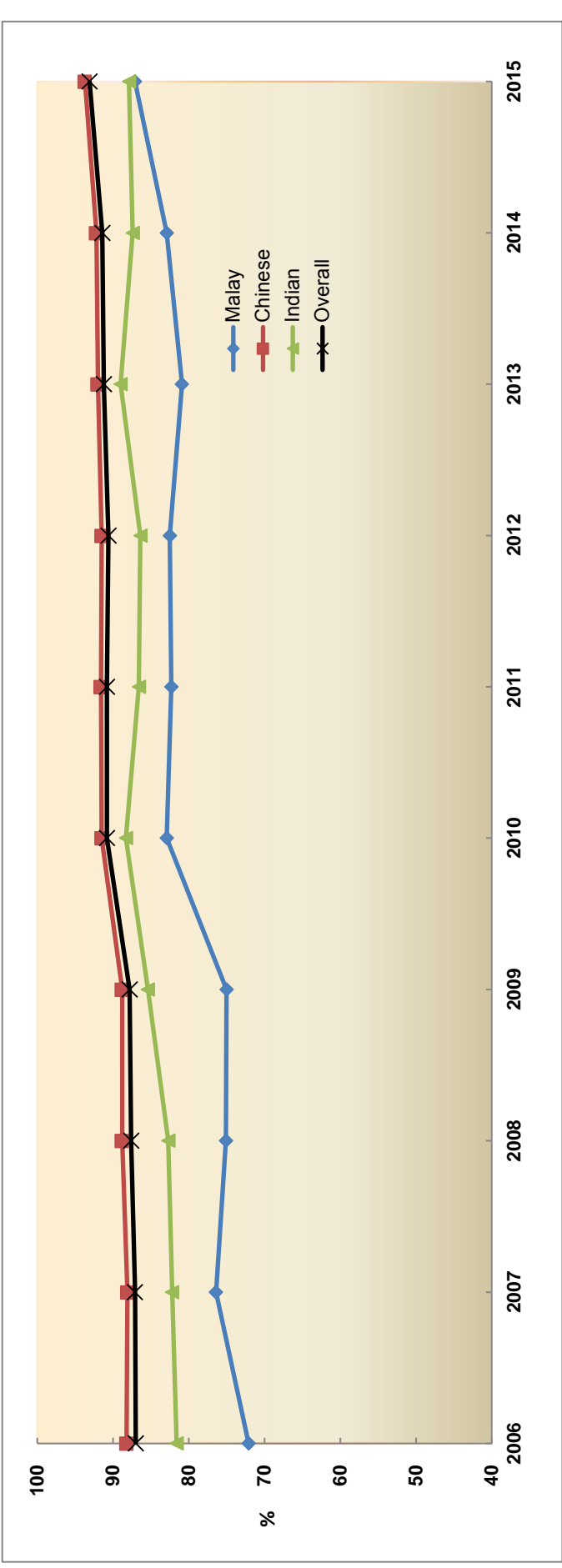
38 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MATHEMATICS



Note: 1) Figures exclude Integrated Programme (IP) students

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

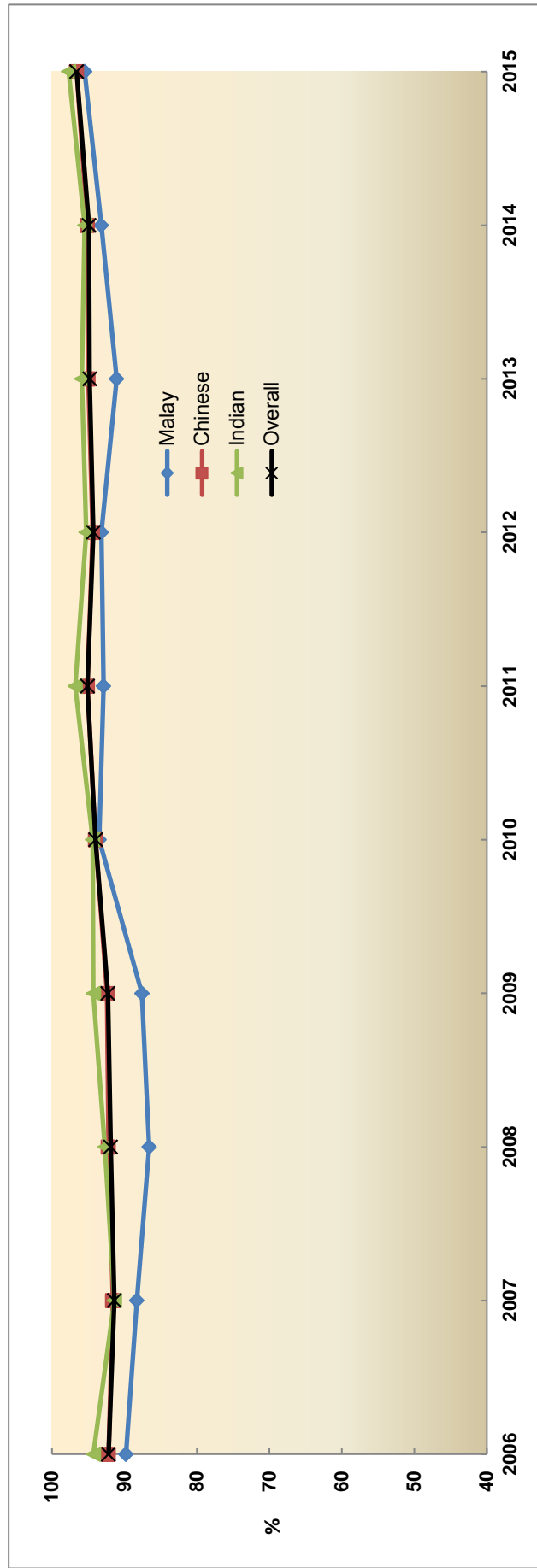
39 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 'A' LEVEL / 'H2' PASSES & PASS IN GP / K&I



Race	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Malay %	72.1	76.4	75.1	75.0	82.9	82.3	82.5	80.9	82.9	87.1
Chinese %	88.2	88.1	88.8	88.8	91.5	91.6	91.5	92.0	92.2	93.7
Indian %	81.6	82.2	82.7	85.4	88.3	86.6	86.4	89.0	87.4	87.9
Others %	86.9	86.1	83.7	86.8	89.8	88.0	87.7	88.1	89.0	92.3
Overall %	87.0	87.1	87.6	87.8	90.8	90.8	90.6	91.2	91.4	93.1

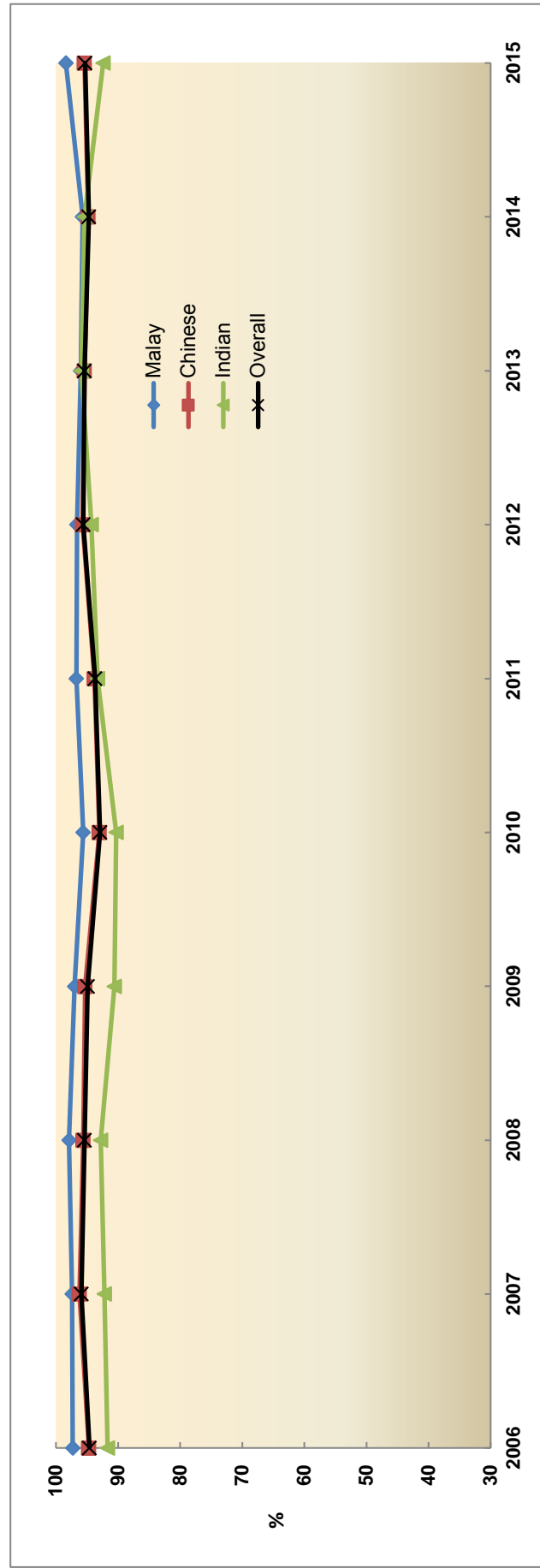
Note: 1) % Passed refers to school candidates with at least 3 'A' Level / 'H2' passes & pass in General Paper (GP) or Knowledge & Inquiry (K&I).
2) Figures for 2007 and 2008 include both students taking new syllabus and those taking the old syllabus.

40 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED GENERAL PAPER OR KNOWLEDGE AND INQUIRY



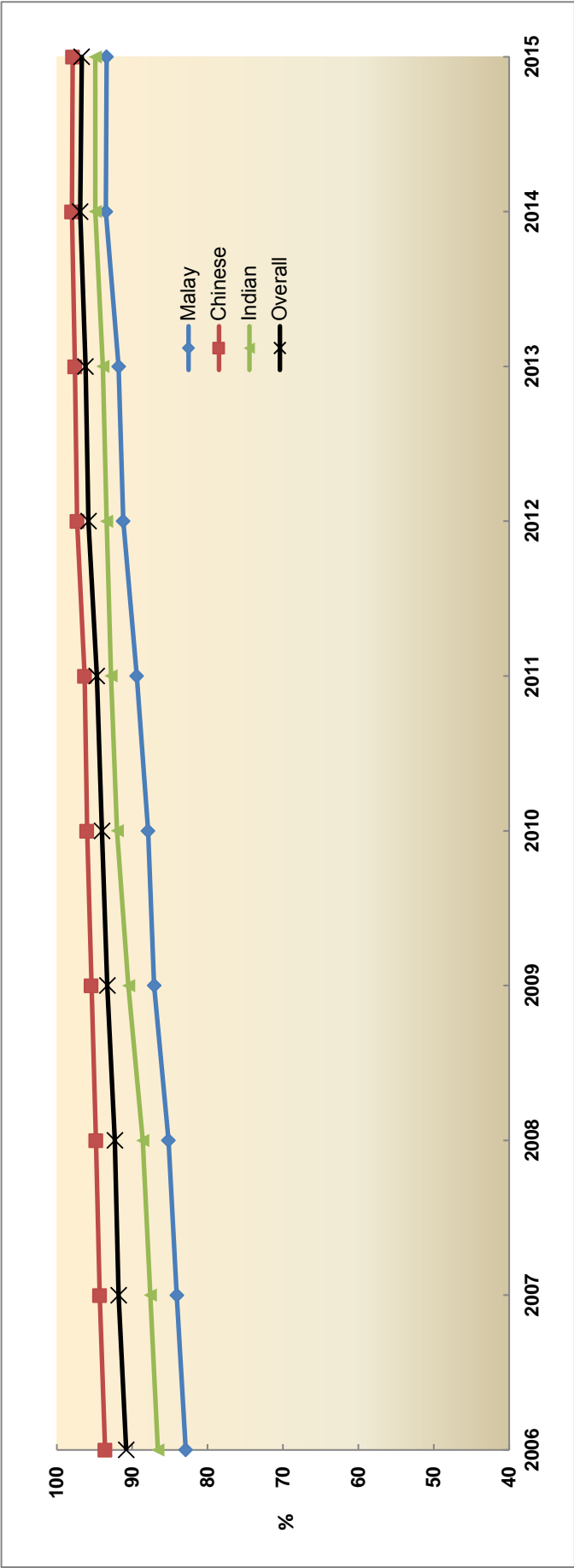
Note: 1) Figures for 2007 and 2008 include both students taking the new syllabus and those taking the old syllabus

41 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE AT 'AO/H1' LEVEL



Note: 1) Figures for 2007 and 2008 include both students taking the new syllabus and those taking the old syllabus

42 PERCENTAGE OF P1 COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



Race	P1 cohort		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
	Year ¹		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Malay	%		82.9	84.1	85.2	87.1	87.9	89.4	91.2	91.8	93.5	93.4
Chinese	%		93.6	94.3	94.8	95.4	96.0	96.3	97.3	97.6	98.0	97.9
Indian	%		86.6	87.6	88.6	90.5	92.0	92.8	93.4	93.9	94.9	94.9
Others	%		84.6	87.6	88.7	87.9	87.7	91.4	93.1	94.6	95.3	95.7
Overall	%		90.8	91.8	92.3	93.3	94.0	94.7	95.8	96.2	96.9	96.7

Note:

- 1) Refers to the year in which the typical student in that particular cohort would progressed to a post-secondary education institution (10 years after P1).
- 2) Figures for 2011-2015 are preliminary.
- 3) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and also take into account students who have left the country.

The percentage of a Primary 1 cohort progressed to post-secondary education including private education institutions, has remained high, at above 90%.

APPENDICES

Milestones in the Education System

Pre-Primary Education

- 1993 **Preparatory Year programme in schools was discontinued** to allow schools to concentrate on primary education, leaving kindergarten education to the private sector.
- 2014 **MOE kindergartens were set up in HDB heartlands** in a mix of primary schools and community sites, to provide quality pre-school education that is affordable to Singaporeans, as well as to pilot teaching and learning resources and establish good practices for sharing with the pre-school sector.

Primary Education

- 1979 **Primary streaming was introduced** starting with the 1979 Primary 3 (P3) cohort – The Goh Report recommended that students be channelled to the Normal, Extended and Monolingual streams. The Normal course led to the PSLE at the end of P6. The Extended course offered a slower pace of teaching and learning and students sit for the PSLE after 7-8 years in primary school. The Monolingual course, which helped students to acquire basic literacy and numeracy skills to prepare them for training in a skill or trade with then-Vocational and Industrial Training Board (VITB), led to the Primary School Proficiency Examination (PSPE) at the end of 8 years of schooling.
- 1991 **P3 streaming was removed, and P4 streaming (EM1, EM2 and EM3) was introduced.** At P4, schools assessed students' performance in English, Mother Tongue and Mathematics, and place each student in one of three language learning streams, while ensuring comparable standards across schools. The students advance to P5 in the same school.
- 1993 **Last batch of P8 Extended and P8 Monolingual students.**
- 2004 **Streaming was refined further by merging the EM1 and EM2 streams, while keeping the EM3 stream.** The distinction between the EM1 and EM2 streams was removed to give schools greater flexibility in organising and banding their students to achieve the best educational outcomes. Schools were also given the flexibility to develop their own end-of-year P4 exams to identify students who were capable of studying Higher Mother Tongue (HMTL), or would be best served by the foundational programme offered in EM3.

- 2008 **Subject-based Banding was introduced to replace the EM3 stream, starting with the 2008 P5 cohort.** Under Subject-based Banding, students can offer a mix of Standard or Foundation subjects depending on their aptitude in each subject. With this change, there is no longer any streaming at the primary level.

Secondary Education

- 1980 **Secondary streaming was introduced.** Based on their PSLE results, students promoted to Secondary (Sec) 1 are streamed to one of three courses at the secondary level – the Normal course, Express course or Special course. The Normal course is a 5-year course leading to the GCE O-Level exam. The Express course is for more academically-inclined students who can complete the O-Level exam in 4 years. The Special course is offered to the best of PSLE candidates, who offer EL and their MT at the first language level and complete their secondary education in 4 years as in the case with Express course students.
- 1988 **Independent schools were established** – Anglo-Chinese School, St Joseph's Institution and The Chinese High. The Singapore Chinese Girls' School and Methodist Girls' School followed suit in 1989, Raffles Institution in 1990, and Raffles Girls' School and Nanyang Girls' High School in 1993.
- 1994 **Sec 1 Normal (Technical) (N(T)) course was introduced** to cater to the needs of students who are more technically inclined. It provides these students with an opportunity to complete 10 years of basic education and prepares them for post-secondary education in ITE, including a possible transfer to the Normal (Academic) (N(A)) course.
- 1994 **Autonomous schools were established.** A number of non-independent schools were given greater autonomy as well as additional funding to develop a wider and better range of programmes for their students. This provides parents with more options when choosing a school suited for their children.
- 2004 **The progression structure for the Normal (Technical) course was revised to provide additional pathways for transfers to the Normal (Academic) course on a "lateral" basis**, e.g. Sec 2N(T) to Sec 2N(A), to provide greater flexibility and choice to cater to the different abilities of N(T) students. The new system of lateral transfers replaced the provision for promotion from Sec 4N(T) to Sec 5.
- 2004 **The Singapore Sports School admitted its first batch of students.** It is the first Specialised Independent School offering an integrated academic and sports programme.

- 2005 **NUS High School of Mathematics and Science, a Specialised Independent School** admitted its first batch of students. NUS High aims to nurture well-rounded and world-ready scientific minds.
- 2007 **NorthLight School, Singapore's first Specialised School, was established** to better cater to students who can benefit from a more customised and vocational curriculum.
- 2008 **The Special and Express Courses were merged into the Express Course** to recognise the diminishing differences between the two courses.
- 2008 **The School of The Arts (SOTA)** admitted its first batch of students. It is a Specialised Independent School offering a dedicated development path for those who have interest and show early talent in the arts.
- 2008 **Assumption Vocational Institute was re-modelled into the Assumption Pathway School**, Singapore's second Specialised School. Like NorthLight School, it provides student who can benefit more from a hands-on and practical approach to learning.
- 2010 **The School of Science and Technology (SST), a Specialised Independent School** admitted its first batch of students in 2010. It offers students a range of options in applied areas related to technology, media and design.
- 2013 **Crest Secondary, the first Specialised School for Normal (Technical) (SSNT) students, admitted its first batch of students.** The school provides a customised curriculum to suit the learning needs of its students. It also works closely with the Institute of Technical Education (ITE) and industry partners to develop programmes and attachment opportunities for its students.
- 2014 **Spectra Secondary, the second SSNT, admitted its first batch of students.**

Post-Secondary Education

Pre-University

- 1969 **Junior college education was introduced** to improve the quality of education at pre-university level. National Junior College was the first Junior College.

- 1979 **A three-year Pre-University course was introduced** to (i) provide an extra year for non-English stream students to upgrade their proficiency in the English Language and (ii) cater to students who require an extra year to suit their pace of learning.
- 1987 **Centralised Institutes were introduced.** Unlike Pre-U Centres, Centralised Institutes have their own facilities. They offer the same A-Level courses as Junior Colleges, but with a greater emphasis on commerce subjects.
- 1995 **Pre-U Centres were phased out due to falling demand.**
- 2000 **The A-Level commerce course in Junior Colleges was phased out** because the polytechnics already offer a commerce course and can take in more students than before.
- 2004 **The Integrated Programme (IP) was introduced** to provide academically strong students with an enriched curriculum beyond academic content. IP students can progress to JC without taking the O-Levels.

Polytechnic

- 1954 **Singapore Polytechnic** was established to meet the manpower needs of industrialisation.
- 1963 **Ngee Ann College** was inaugurated as an independent college. It later became Ngee Ann Technical College in 1968 and then Ngee Ann Polytechnic in 1981.
- 1990 **Temasek Polytechnic**, Singapore's third polytechnic, was established to cater to the growing number of people opting for polytechnic education, and helped widen the range of courses to meet industry needs. It was the first major tertiary institution in the east.
- 1992 **Nanyang Polytechnic**, Singapore's fourth polytechnic, was established and enrolled its pioneer batch of students in its School of Health Sciences and School of Business Management. The courses offered were new options at the diploma level at that time.
- 2002 **Republic Polytechnic**, Singapore's fifth polytechnic, was established to cater to the need for increased capacity for pre-employment training. It admitted its first batch of students in 2003.

- 2006 **Polytechnic admission criteria were broadened** to recognise a wider range of aptitudes and talents other than academic achievements, with the introduction of the Joint Polytechnic Special Admissions Exercise in 2006 and Direct Polytechnic Admission Exercise in 2007.
- 2013 **The one-year Polytechnic Foundation Programme (PFP)** was rolled out to provide an alternative education pathway to prepare students who had performed very well in their N-Level exam for entry into relevant polytechnic diploma courses.

Institute of Technical Education

- 1958 **The Adult Education Board (AEB) was established** to promote education for adult after the end of Second World War.
- 1961 **Vocational schools were introduced** to provide two-year vocational courses for over-age primary school leavers who did not qualify for admission to secondary schools. By 1969, these were eventually merged with academic schools, converted to vocational institutes (VIs), or phased out due to falling demand.
- 1964 **The Singapore Vocational Institute was established** as the first Vocational Institute (VI) to prepare premature school leavers and O-level holders for post-secondary technical education or employment. By 1979, the rapidly growing pace of industrialisation saw the establishment of 12 more Vocational Institutes (VIs).
- 1969 **The Singapore Technical Institute (STI) was established** to meet the industry's requirement for industrial technicians. STI's courses helped bridge the gap between the trade courses offered in the VIs, and the three-year technician diploma courses at Singapore Polytechnic and the Ngee Ann Technical College.
- 1973 **The Industrial Training Board (ITB) was established** to centralise, co-ordinate and promote all forms of skills training both in education and in the industry itself.
- 1979 **The Vocational & Industrial Training Board (VITB) was established** as a statutory board as a result of a merger of AEB & ITB, and took charge of the VIs.
- 1992 **The VITB was restructured into the Institute of Technical Education (ITE).** The primary role of ITE was to ensure that its graduates had technical knowledge and skills that were relevant to industry. ITE was also the national authority for the setting of skills standards and the certification of skills in Singapore.

- 2005 **ITE implemented the 'One ITE System, Three Colleges' model** which saw the restructuring of the 10 ITE institutes into three regional colleges.
- 2008 **The Direct-Entry Scheme to *Higher Nitec* Programme (DES) was launched** as an alternative pathway for Secondary 4 Normal (Academic) students. Under the DES, students who complete their GCE N(A)-Level exams can progress to *Higher Nitec* courses directly instead of taking the GCE O-Level exams at Sec 5.
- 2013 **The Direct-Entry Scheme to Polytechnic Programme (DPP) replaced the DES.** It allows selected students who have completed their GCE N(A)-Level exams to progress directly to a *Higher Nitec* programme in ITE, and subsequently to a related polytechnic diploma course.

University Education

- 1956 **Nanyang University (Nantah or NU) admitted its first batch of students.** It was formed in response to greater demand for higher education in the Chinese language medium.
- 1962 **The University of Singapore (SU) was set up** after its split from the University of Malaya.
- 1980 **The National University of Singapore (NUS) was established** with the merger of SU and NU. It promoted English as Singapore's main language.
- 1981 **The Nanyang Technological Institute (NTI) was established** to produce practice-oriented programmes for engineers who wished to concentrate on application. NTI admitted its first batch of students in 1982.
- 1991 **The NTI was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.
- 2000 **The Singapore Management University (SMU) was established** as Singapore's first Autonomous University. SMU was set in a city campus to facilitate a closer nexus with businesses in its degree and executive programmes.
- 2005 **Duke-NUS Medical School (Duke-NUS) was established** as a collaboration between NUS and Duke University. As our only graduate medical school, it adds diversity to the medical education landscape and provides an avenue to train clinician-scientists.

- 2005 **SIM University (UniSIM) was established** as a private university dedicated to adult learners. It began offering publicly-subsidised part-time undergraduate degree programmes in 2008, and publicly-subsidised full-time degree programmes in 2014.
- 2009 **The Singapore Institute of Technology (SIT) was established** to provide an improved upgrading pathway for polytechnic graduates to obtain industry-relevant degrees offered in partnership with overseas universities. It admitted its first batch of students in 2010.
- 2009 **The Singapore University of Technology and Design (SUTD) was incorporated** in collaboration with the Massachusetts Institute of Technology and Zhejiang University. It admitted its first batch of students in 2012.
- 2010 **The Lee Kong Chian School of Medicine (LKCMedicine) was established** as Singapore's third medical school, as a collaboration between NTU and Imperial College London. It admitted its first batch of students in 2013.
- 2011 **Yale-NUS College (YNC) was established** as a collaboration between NUS and Yale University to offer a liberal arts education, integrating the best of Western and Asian intellectual traditions. It admitted its first batch of students in 2013.
- 2014 **SIT attained the status of Autonomous University** and further added to the diversity of the university landscape in Singapore by pioneering a new applied degree pathway along with SIM University (UniSIM). SIT launched its own degree programmes in Accountancy, Infocomm Technology and Sustainable Infrastructure Engineering (Land), and UniSIM launched its first full-time degree programmes in Accountancy, Finance, Marketing and Human Resource Management.

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CLASSIFICATION OF COURSES (ITE)

CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2015)

1.	ENGINEERING	<i>Nitec</i> in Aerospace Avionics <i>Nitec</i> in Aerospace Machining Technology <i>Nitec</i> in Aerospace Technology <i>Nitec</i> in Automotive Technology (Heavy Vehicles) <i>Nitec</i> in Automotive Technology (Light Vehicles) <i>Nitec</i> in Electrical Technology <i>Nitec</i> in Electrical Technology (Lighting & Sound) <i>Nitec</i> in Electrical Technology (Power & Control) <i>Nitec</i> in Facility Technology <i>Nitec</i> in Facility Technology (Air-Conditioning & Refrigeration) <i>Nitec</i> in Facility Technology (Landscaping Services) <i>Nitec</i> in Facility Technology (Mechanical & Electrical Services) <i>Nitec</i> in Facility Technology (Vertical Transportation) <i>Nitec</i> in Laser & Tooling Technology <i>Nitec</i> in Machine Technology <i>Nitec</i> in Mechanical Technology <i>Nitec</i> in Mechatronics <i>Nitec</i> in Mechatronics (Automation Technology) <i>Nitec</i> in Medical Manufacturing Technology <i>Nitec</i> in Rapid Transit Technology
2.	ELECTRONICS & INFOCOMM TECHNOLOGY	<i>Nitec</i> in Digital Audio & Video Production <i>Nitec</i> in Electronics <i>Nitec</i> in Electronics (Broadband Technology & Services) <i>Nitec</i> in Electronics (Computer & Networking) <i>Nitec</i> in Electronics (Display Technology) <i>Nitec</i> in Electronics (Instrumentation) <i>Nitec</i> in Electronics (Microelectronics) <i>Nitec</i> in Electronics (Mobile Devices) <i>Nitec</i> in Info-Communications Technology (Cloud Computing) <i>Nitec</i> in Info-Communications Technology (Mobile Networks & Applications) <i>Nitec</i> in Info-Communications Technology (Networking & Systems Administration) <i>Nitec</i> in Mobile Systems & Services <i>Nitec</i> in Security Technology <i>Nitec</i> in Semiconductor Technology <i>Nitec</i> in Social Media & Web Development

3.	DESIGN & MEDIA	<i>Nitec in Digital Animation</i> <i>Nitec in Fashion Apparel Production & Design</i> <i>Nitec in Interactive Media Design</i> <i>Nitec in Product Design</i> <i>Nitec in Space Design (Architecture)</i> <i>Nitec in Space Design (Interior & Exhibition)</i> <i>Nitec in Visual Communication</i> <i>Nitec in Visual Effects</i>
4.	BUSINESS & SERVICES	<i>Nitec in Attractions Operations</i> <i>Nitec in Beauty & Wellness</i> <i>Nitec in Business Services</i> <i>Nitec in Finance Services</i> <i>Nitec in Fitness Training</i> <i>Nitec in Floristry</i> <i>Nitec in Hair Services (Hair & Scalp Therapy)</i> <i>Nitec in Hair Services (Hair Fashion & Design)</i> <i>Nitec in Retail Services</i> <i>Nitec in Travel & Tourism Services</i>
5.	APPLIED & HEALTH SCIENCES	<i>Nitec in Applied Food Science</i> <i>Nitec in Chemical Process Technology</i> <i>Nitec in Chemical Process Technology (Biologics)</i> <i>Nitec in Chemical Process Technology (Petrochemicals)</i> <i>Nitec in Chemical Process Technology (Pharmaceuticals)</i> <i>Nitec in Chemical Process Technology (Process Instrumentation)</i> <i>Nitec in Community Care & Social Services</i> <i>Nitec in Nursing</i> <i>Nitec in Opticianry</i>
6.	HOSPITALITY	<i>Nitec in Asian Culinary Arts</i> <i>Nitec in Food & Beverage Operations</i> <i>Nitec in Pastry & Baking</i> <i>Nitec in Western Culinary Arts</i>

**CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE
(HIGHER NITEC) PROGRAMMES (2015)**

1.	ENGINEERING	<i>Technical Engineer Diploma in Automotive Engineering</i> <i>Technical Engineer Diploma in Machine Technology</i> <i>Higher Nitec in Advanced Manufacturing</i> <i>Higher Nitec in Aerospace Engineering</i> <i>Higher Nitec in Civil & Structural Engineering Design</i> <i>Higher Nitec in Electrical Engineering</i> <i>Higher Nitec in Engineering with Business</i> <i>Higher Nitec in Facility Management</i> <i>Higher Nitec in Facility Systems Design</i> <i>Higher Nitec in Marine Engineering</i> <i>Higher Nitec in Marine Offshore Engineering</i> <i>Higher Nitec in Marine & Offshore Technology</i> <i>Higher Nitec in Mechanical Engineering</i> <i>Higher Nitec in Mechatronics Engineering</i> <i>Higher Nitec in Offshore & Marine Engineering Design</i> <i>Higher Nitec in Process Plant Design</i> <i>Higher Nitec in Rapid Transit Engineering</i>
2.	ELECTRONICS & INFOCOMM TECHNOLOGY	<i>Higher Nitec in Broadcast & Media Technology</i> <i>Higher Nitec in Business Information Systems</i> <i>Higher Nitec in Cyber & Network Security</i> <i>Higher Nitec in e-Business Programming</i> <i>Higher Nitec in Electronics Engineering</i> <i>Higher Nitec in Games Art & Design</i> <i>Higher Nitec in Games Design & Development</i> <i>Higher Nitec in Games Programming & Development</i> <i>Higher Nitec in Information Systems Quality</i> <i>Higher Nitec in Information Technology</i> <i>Higher Nitec in Mobile Unified Communications</i> <i>Higher Nitec in Network Security Technology</i> <i>Higher Nitec in Security System Integration</i> <i>Higher Nitec in Wireless Technology</i>
3.	BUSINESS & SERVICES	<i>Higher Nitec in Accounting</i> <i>Higher Nitec in Banking Services</i> <i>Higher Nitec in Beauty & Spa Management</i> <i>Higher Nitec in Business Studies (Administration)</i> <i>Higher Nitec in Business Studies (Event Management)</i> <i>Higher Nitec in Business Studies (Service Management)</i> <i>Higher Nitec in Business Studies (Sport Management)</i> <i>Higher Nitec in Community Sport & Recreation Management</i> <i>Higher Nitec in Early Childhood Education</i> <i>Higher Nitec in Event Management</i> <i>Higher Nitec in Human Resources & Administration</i> <i>Higher Nitec in Leisure & Travel Operations</i> <i>Higher Nitec in Logistics for International Trade</i> <i>Higher Nitec in Passenger Services</i> <i>Higher Nitec in Retail Merchandising</i> <i>Higher Nitec in Service Management</i>

		<i>Higher Nitec in Shipping Operations & Services</i> <i>Higher Nitec in Sport Management</i>
4.	APPLIED & HEALTH SCIENCES	<i>Higher Nitec in Biotechnology</i> <i>Higher Nitec in Chemical Technology</i> <i>Higher Nitec in Paramedic & Emergency Care</i> <i>Higher Nitec in Paramedic & Emergency Care and Nitec in Nursing (Dual Certification)</i>
5.	DESIGN & MEDIA	<i>Higher Nitec in Filmmaking (Cinematography)</i> <i>Higher Nitec in Interactive Design</i> <i>Higher Nitec in Performance Production</i> <i>Higher Nitec in Space Design Technology</i> <i>Higher Nitec in Visual Merchandising</i>
6.	HOSPITALITY	<i>Technical Diploma in Culinary Arts</i> <i>Higher Nitec in Hospitality Operations</i>

CLASSIFICATION OF COURSES 2015 (POLYTECHNIC)¹

1.	APPLIED ARTS	Animation Animation & 3D Arts Apparel Design & Merchandising Communication Design Design for Interactivity Design for User Experience Digital Animation Digital Film & Television Digital Game Art & Design Digital Media Design (Animation) Digital Media Design (Games) Digital Media Design (Interaction Design) Digital Visual Effects Experience & Product Design Film, Sound & Video Game Design Games Design & Development Industrial Design Interaction Design Interactive Media Design Interior Architecture & Design Interior Design Media Production & Design Motion Graphics & Broadcast Design Moving Images Music & Audio Technology New Media Product and Industrial Design Retail & Hospitality Design Sonic Arts Space & Interior Design Visual Communication Visual Communication & Media Design Visual Effects & Motion Graphics
2.	ARCHITECTURE, BUILDING & REAL ESTATE	Architecture Environment Design Hotel & Leisure Facilities Management Integrated Facility Management Landscape Architecture Landscape Design & Horticulture Real Estate Business Sustainable Urban Design & Engineering
3.	BUSINESS & ADMINISTRATION	Accountancy Accountancy & Finance Accounting & Finance

¹ Courses with the same name could be classified under more than one category depending on the specific programme offered by the polytechnic.

		Arts Business Management Arts & Theatre Management Banking & Finance Banking & Financial Services Business Business Administration Business Innovation & Design Business Management Business and Social Enterprise Business Studies Business/Logistics & Operations Management/Marketing Customer Relationship & Service Management Consumer Behaviour & Research Financial Informatics Fund Management & Administration Hospitality & Tourism Management Hotel & Hospitality Management Human Resource Management with Psychology International Business International Logistics & Supply Chain Management International Supply Chain Management Integrated Events & Project Management Integrated Events Management Leisure & Events Management Leisure & Resort Management Logistics & Operations Management Marketing Retail Management Social Enterprise Management Supply Chain Management Technology & Arts Management Tourism & Resort Management
4.	EDUCATION	Child Psychology & Early Education Early Childhood Education Early Childhood Studies
5.	ENGINEERING SCIENCES	Aeronautical Engineering Aeronautical & Aerospace Technology Aerospace Avionics Aerospace Electronics Aerospace Engineering Aerospace Systems & Management Aerospace Technology Aerospace/Mechatronics Programme Audio-visual Technology Automation & Mechatronic Systems Bioengineering Biologics & Process Technology Biomedical Electronics Biomedical Engineering Biomedical Informatics & Engineering Business Process & Systems Engineering Chemical Engineering

		Chemical & Biomolecular Engineering Chemical & Green Technology Chemical & Pharmaceutical Technology Civil Engineering with Business Clean Energy Clean Energy Management Common Engineering Programme Computer Engineering Digital and Precision Engineering Digital Entertainment Electronics Electrical Engineering Electrical Engineering with Eco-Design Electrical & Electronic Engineering Electrical & Electronic Engineering Programme Electronics Electronic & Computer Engineering Electronics, Computer & Communications Engineering Energy Systems & Management Engineering with Business Engineering with Business Management Programme Engineering Science Engineering Systems Engineering Systems & Management Environmental & Water Technology Environmental Management & Water Technology Green Building & Sustainability Green Building Energy Management Industrial & Operations Management Info-Communications Info-communication Engineering & Design Information Communication Technology Manufacturing Engineering Marine Engineering Marine & Offshore Technology Mechanical Engineering Mechatronics Mechatronics Engineering Mechatronics/Aerospace Engineering Mechatronics & Robotics Media & Communication Technology Micro & Nanotechnology Microelectronics Nanotechnology & Materials Science Product Design & Innovation Renewable Energy Engineering
6.	HEALTH SCIENCES	Biomedical Science Dental Hygiene & Therapy Diagnostic Radiography Health Management & Promotion Health Services Management Healthcare Administration Health Sciences (Nursing) Nursing Nutrition, Health & Wellness

		Occupational Therapy Optometry Pharmaceutical Sciences Pharmacy Science Physiotherapy Radiation Therapy Sports & Exercise Sciences
7.	HUMANITIES & SOCIAL SCIENCES	Applied Drama & Psychology Chinese Studies Gerontological Management Studies Psychology Studies Social Sciences (Social Work)
8.	INFORMATION TECHNOLOGY	Big Data Management & Governance Business Applications Business Computing Business Enterprise IT Business Informatics Business Information Systems Business Information Technology Business Intelligence & Analytics Cyber & Digital Security Cyber Security & Forensics Digital Entertainment Technology (Games) Digital Forensics Digital Media Engineering Informatics Financial Business Informatics Financial Informatics Game & Entertainment Technology Game Design & Development Game Development & Technology Infocomm & Network Engineering Infocomm Security Management Information Security Information Security & Forensics Information Technology IT Service Management Interactive & Digital Media Interactive Media Interactive Media Informatics 3D Interactive Media Technology Mobile & Network Services Mobile Software Development Multimedia & Animation Multimedia & InfoComm Technology Network Systems & Security Telematics & Media Technology
9.	LAW	Law & Management

10.	MASS COMMUNICATION	Advertising & Public Relations Chinese Media & Communication Communication & Information Design Communications & Media Management Creative Writing for TV & New Media Mass Communication Mass Media Management Media & Communication
11.	SCIENCE & RELATED TECHNOLOGIES	Applied Chemistry with Materials Science Applied Chemistry with Pharmaceutical Science Applied Food Science & Nutrition Baking & Culinary Science Biotechnology Chemical Engineering Consumer Science & Technology Environmental Science Food Science & Nutrition Food Science & Technology Marine Science & Aquaculture Materials Science Medicinal Chemistry Molecular Biotechnology Perfumery & Cosmetic Science Veterinary Bioscience Veterinary Technology
12.	SERVICES	Aviation Management Aviation Management & Services Civil Aviation Culinary & Catering Management Food & Beverage Business Maritime Business Nautical Studies Outdoor & Adventure Learning Restaurant and Culinary Operations Sport & Wellness Management Sports & Leisure Management Sports Coaching Tourism & Resort Management Wellness, Lifestyle and Spa Management

CLASSIFICATION OF COURSES 2015 (LASALLE & NAFA)

1.	BUSINESS & ADMINISTRATION	Arts Management
2.	DESIGN & APPLIED ARTS	Advertising Animation 3D Design Design Communication Design (Furniture and Spatial) Design (Interior and Exhibition) Design (Landscape and Architecture) Design (Object and Jewellery) Design & Media Fashion Fashion Design Fashion Merchandising & Marketing Foundation Visual Studies Graphic Communication Illustration Design with Animation Interior Design Product Design
3.	FINE & PERFORMING ARTS	Art Teaching Audio Production Dance Fine Arts Music Music Teaching Performance Technical & Production Management Theatre Theatre (English Drama) Theatre (Mandarin Drama)
4.	MEDIA PRODUCTION	Broadcast Media Screen Media

CLASSIFICATION OF COURSES 2015 (UNIVERSITY)

1.	ACCOUNTANCY	Accountancy Accountancy & Business Business Administration (Accountancy)
2.	ARCHITECTURE, BUILDING & REAL ESTATE	Architecture Architecture & Sustainable Design (SUTD) Project & Facilities Management Real Estate
3.	BUSINESS & ADMINISTRATION	Business Business Administration Business & Computer Engineering Business & Computing Business Management Finance Hospitality Business Human Resource Management Marketing
4.	DENTISTRY	Dentistry
5.	EDUCATION	Arts (Education) Science (Education) Early Childhood Education
6.	ENGINEERING SCIENCES	Aeronautical Engineering Aerospace Engineering Aerospace Systems Bach of Engineering (SUTD) Bioengineering Chemical & Biomolecular Engineering Chemical Engineering Civil Engineering Common Engineering Computer Engineering Electrical & Electronic Engineering Electrical Engineering Electrical Engineering & Information Technology Electrical Power Engineering Engineering Engineering & Economics Engineering Science Programme Environmental Engineering Industrial & Systems Engineering Marine Engineering Materials Engineering Materials Science & Engineering Mechanical Design Engineering

		Mechanical Design & Manufacturing Engineering Mechanical Engineering Mechatronics Naval Architecture Offshore Engineering Pharmaceutical Engineering Renaissance Engineering Sustainable Infrastructure Engineering (Building Services) Sustainable Infrastructure Engineering (Land) Systems Engineering (ElectroMechanical Systems) SUTD-SMU DDP in Technology and Management
7.	FINE & APPLIED ARTS	Art, Design and Media Communication Design Digital Art and Animation (BFA) Game Design Industrial Design Interior Design Music
8.	HEALTH SCIENCES	Biomedical Sciences Diagnostic Radiography Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy
9.	HUMANITIES & SOCIAL SCIENCES	Arts & Social Science Chinese Criminology & Security Economics English History Liberal Arts (Yale-NUS College) Linguistics & Multilingual Studies Philosophy Psychology Public Policy & Global Affairs Social Sciences Sociology
10.	INFORMATION TECHNOLOGY	Business Analytics Computer Science Computer Science and Game Design Computer Science in Real-Time Interactive Simulation Computing Computing Science Information and Communications Technology (Information Security) Information and Communications Technology (Software

		Engineering) Information Engineering & Media Information Systems Management
11.	LAW	Graduate LL.B. Programme Law
12.	MASS COMMUNICATION	Communication Studies
13.	MEDICINE	Medicine Bachelor of Medicine & Bachelor of Surgery
14.	NATURAL, PHYSICAL & MATHEMATICAL SCIENCES	Applied Science Bachelor of Science (SUTD) Biological Sciences Chemistry & Biological Chemistry Environmental Earth Systems Science Environmental Studies (Bio) Environmental Studies (Geog) Food & Human Nutrition Mathematics & Economics Mathematical Sciences Physics & Applied Physics Science
15.	SERVICES	Culinary Arts Management Maritime Studies Sport Science & Management



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